THE SHAKERITE

VOL. 88 ISSUE I OCT. 27, 2017

ON THE COVER

“The Mitchell Mural: Bookended by Controversy” Page 20
The Shakerite reprints a 2011 story detailing the origin of a mural depicting former social studies teacher Timothy Mitchell as George Washington. The 2011 story is followed by coverage of the decision to alter the mural after Mitchell was sentenced to prison for having sex with a student in 1995.

GUEST ‘RITERS

Sam Meinhard
“Kicking Off the Hard Conversation” Page 54
Sam Meinhard is a senior football captain, a member of the wrestling team and a Student Group on Race Relations leader. Meinhard sat during the anthem with senior teammates Micah Hills and Jamir Dismukes Sept. 8 at an away game against Brunswick High School.

Ben Cawley
“There is Also A Right to Stand” Page 55
Ben Cawley is a senior member of the golf team, a member of Shaker’s Republican Club and the Junior States Alliance Club. The national anthem isn’t played before golf matches, but Cawley would stand if it were.

A NOTE FROM THE EDITOR

I am proud to introduce this redesign of our quarterly print publication, which represents a vital shift toward a more current aesthetic that reflects the award-winning, in-depth journalistic endeavours of our staff.

I hope you'll notice the emphasis on photography and art evident throughout these pages, from large, powerful photos to digital illustrations. You will also notice a highlight color throughout these pages, intended to unify and draw readers' eyes to various design elements.

Our new Quick Shakes design welcomes the fresh voices of our 46 Journalism I students, who represent the largest single-year enrollment that The Shakerite has ever seen. Look for their bylines as the year progresses.

On the page opposite, our Guest 'Riters for this issue are featured. It is imperative that readers' voices are reflected in every issue of The Shakerite, and I urge everyone to contact The Shakerite when pressing news grips our community to share their unique, invaluable views.

The Shakerite moved from monthly to quarterly publication in 2013 because our website, www.shakerite.com, enabled us to cover breaking and developing news. Editors thus redefined the print edition to complement web coverage with thoroughly reported investigations of substantive subjects to be published four times a year. Four years later, the smaller, sturdier Shakerite you are holding revises the publication's design to best serve that editorial decision. We hope that it encourages you to read, digest and share each issue throughout the quarter.

As a respected news organization serving students, teachers and community members, we must continue to add value to our community and readership through innovation and professionalism. Our staff is committed to this ambition, and I invite everyone to share reactions to and experiences with this new design, whether directly to shakeriteserver@gmail.com, or through our Twitter and Facebook accounts.

Grace Lougheed
Editor in Chief

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Volume 88 Issue 1 Fall 2017

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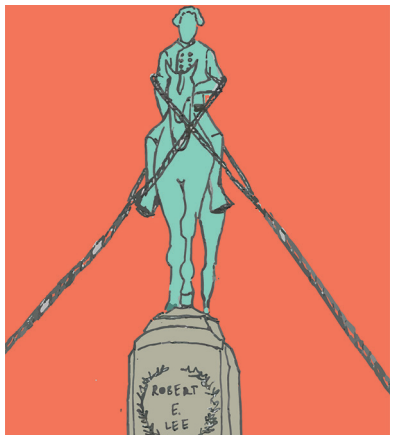

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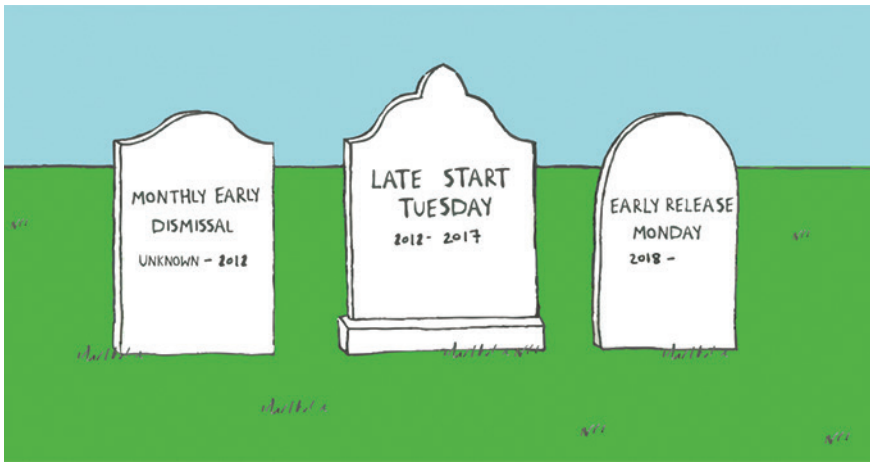

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Grace Lougheed* *Editor in Chief* Julia Barragate* *Print Managing Editor* Astrid Braun *Web Managing Editor* Zachary Nosanchuk* *Assignment Managing Editor* Alexa Jankowsky *Visuals Managing Editor* Maggie Spielman *Journalism Managing Editor* Ethan Bloch *Campus and City Editor* Mae Nagusky *Campus and City Editor* Emet Celeste-Cohen *Investigations Editor* Emilie Evans* *Opinion Editor* Emily Montenegro* *Opinion Editor* Ainsley Snyder *Spotlight Editor* D.C. Benincasa* *Raider Zone Editor* Greyson Turner* *Chief Financial Officer* Sam Lehman *Chief Marketing Officer* Abigail Aronoff *Copy Editor* Quinn Cutri *Copy Editor* Emily Boardman *Copy Editor* Andrew Mohar *Copy Editor* Kay Petrovic *Photo Editor* Camille Lamb *Photographer* Caroline Walsh *Photographer*

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152 Years Later, The Battle

Confederate monument controversy leads to violence, stirs conversations within Shaker

MAE NAGUSKY CAMPUS AND CITY EDITOR

One woman killed. Twenty-one Confederate statues demolished. Brawls between white nationalists and counter-protesters mounting. Social media arguments brewing.

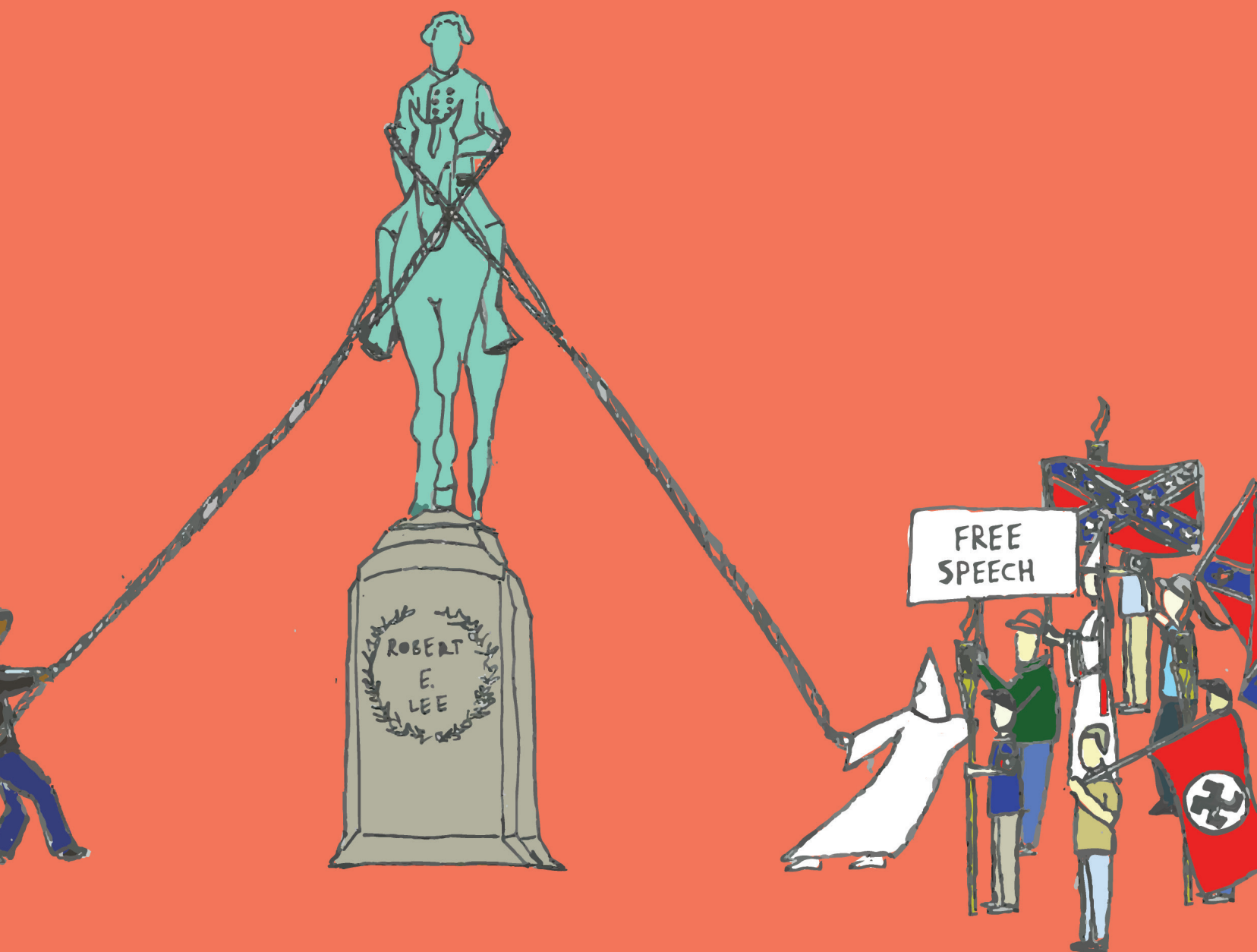
The Charlottesville City Council voted in February to remove a statue of Confederate General Robert E. Lee from Emancipation Park. In March, white supremacists filed lawsuits against the Charlottesville City Council, arguing that the city violated a state law protecting war memorials.

On May 13, a group of white nationalists protested the plan to remove Lee statue. On Aug. 11-12, white nationalists marched through the University of Virginia campus, carrying torches, in what they called a "Unite the Right" rally. They chanted, "White lives matter," "Jews will not replace us" and the Nazi-associated phrase "blood and soil." Counter-protestors assembled. Both groups were reportedly hit with pepper spray. The scene soon turned to chaos.

The next day, white nationalists and counter-protesters clashed hours before the rally was scheduled to begin. Protesters were injured, and the city declared an unlawful assembly at Emancipation Park. During the rally, a 20-year-old Ohio man accelerated his car into a crowd of counter-protesters, killing a 32-year-old woman and wounding at least 19 others.

We don't face Civil War artifacts in Shaker Heights, but more than 1,500 Confederate monuments are standing in 31 states. There are four Civil War memorials in Ohio honoring Confederate soldiers, including a plaque dedi-

e Begins Again



Alexa Jankowsky, Visuals Managing Editor

cated to Lee. In addition, 21 colleges have Confederate symbols on campus. When Shaker graduates leave this city, they may confront these symbols and the arguments that increasingly surround them.

As of Aug. 22, 18 Confederate monuments had been vandalized nationwide, including Ohio. As of Aug. 25, 32 statues had been removed. As of Aug. 28, 23 states had removed at least one Confederate monument.

On Aug. 14, protesters pulled down Durham County's rebel soldier statue. Eight people face criminal charges for the act. The University of Texas is being sued by The Sons of Confederate Veterans for removing four Confederate statues from the main area of campus in Austin.

Almost all Confederate statues were built between the 1890s and 1950s, coinciding with the era of Jim Crow laws — a form of racial segregation and discrimination — more than 150 years after the Civil War ended. According to the Southern Poverty Law Center's research, the biggest spike was between 1900 and the 1920s. Charlottesville's Lee statue wasn't erected until 1924.

The argument about keeping or removing Confederate statues boils down to whether they honor southern history or symbolize racism — and whether those two things can be separated.

Social Studies teacher and University of Virginia alumna Sarah Davis believes Confederate statues attempt to re-establish white supremacy. "I think it's racist. I've always thought that; I'm from Shaker," she said.

Principal Jonathan Kuehnle said Confederate monuments symbolize a wish to return to pre-Civil War circumstances. "Southern history is American history. We're all in this together. However, the overwhelming amount of those monuments didn't go up immediately after the Civil War," he said. "They went up when it was Jim Crow, the KKK, when it was the whites in certain areas — and I say this as a white guy — trying to reassert their former dominance in the Civil War."

"These were definitely racist gestures, and there's no if's, and's or but's about it," Kuehnle said.

Davis said white supremacy is a legacy in American history.

"So, the question is 'Why is it so much more obvious to people?' Part of it is that there's a reluctance to combat domestic terrorism versus what we perceive as foreign terrorist threats, so it's been able to grow," she said.

Kuehnle said the argument to keep Confederate statues is invalid. "What, you're proud that you committed treason against the United States of America? You're proud of enslaving millions of your fellow humans? You put up these monuments at the exact time that we're trying to offer equality and the right to vote and all of the other equity and access issues to all of our citizens, and now you're choosing to put these up? It's racist and treasonous."

Davis expressed similar views. "We're going to honor and remember and want our young kids to be like these Confederate heroes who fought against the United States government for the perpetuation of slavery," she said. "I don't understand how that's a legitimate government message that should be supported by public taxes."

While Shaker students may not be directly exposed to Confederate symbols or the debate surrounding them, teachers have made an effort to discuss the issue in classes.

Kuehnle said faculty are trained and willing to

English teacher Jody Podl facilitated a class conversation Sept. 27 about current events in Charlottesville with her juniors and seniors. **Photo by Grace Lougheed**

facilitate touchy conversations. "Shaker is willing to discuss controversial topics such as this, while other districts are scared of having these conversations," he said.

Facing History and Ourselves is a national teacher training program that Shaker began collaborating with last year. Facing History provides resources and ideas about how to discuss critical current events and controversial issues in the classroom.

English teacher Jody Podl facilitated an in-class discussion about Confederate statues using questions from Facing History.

"I think it's a little bit more complicated than, 'Should we keep these statues up, or take them down?' Everything is a little bit more complicated than that," she said.

Podl emphasized the importance of learning about and discussing controversial issues.

"I think part of the reason we're in the situation we're in is because people only want to be with other people who think the same way as they do, and that's not helpful," she said. "I think we have to be able to listen to each other and respect different opinions and, hopefully, we can find some common ground or even come up with possible solutions that are the result of listening to each other."

Podl said that during the discussion, some of her students were uncomfortable.

"But at the same time," she added, "I don't think anybody felt that their voice wasn't heard or that they didn't have an opportunity to say how they felt, and I'm hoping that people actually listened to each other. I don't think you can go anywhere if you're not going to have the first conversation."

Podl said discussing what to do with Confederate statues offers a chance for important reflection. "Removing the statues will not prevent racism, and it's not going to solve the problems that we have in our society with systemic racism, but it does make us think about it, and that's an important step in the process," she said.

"The real question is, 'What are we going to do

to fix these problems?" Certainly, this is one step, but I hope it's not the only step. I hope it's the beginning of some work, not the end. That is what makes me worry," Podl said.

Senior Jalan Morgan said he wants Confederate statues to be removed. He said keeping them up is a sign to racists saying, "You can continue being racist and a menace to society, without any repercussions."

Junior Daniel Connors said the statues should come down because they represent hate. "There's no statue of Hitler in Germany," he said.

Senior Will Clawson supports removing the statues because, he said, they represent a period of hate, violence and slavery.

"They should not be placed in a public space of honor as they signify the complete opposite," he said

Art teacher Meryl Haring said statues could be preserved in museums instead of on campuses.

"I think they could have the same purpose of preserving history in a museum or out of the public eye, so that those that it reminds of a hard past — they don't have to constantly be passing it daily," she said.

Junior Josh Skubby said their rightful place is in a historical collection acknowledging the crimes of the figures depicted.

"At the very least they should be condemned while remaining for the preservationist purposes," he said. "But again, best case scenario, they are removed and preserved as symbols so we may never forget the worst atrocity in American history."

Olivia Frierson ('14), a senior at UVA, also suggested moving the statues so they could be "acknowledged and not forgotten."

"It's important to make that distinction between celebration and remembering history."
Olivia Frierson

"They are erected in such a way that they are celebrated, as they are in a lot of places here in the south," she said. "So, I think it's important to make that distinction between celebration and remembering history, and I think that's the debate that's really going on right now."

James Caffrey ('15), a junior at UVA, said that at the beginning of class this year, his professors clarified that they oppose white supremacy and offered resources to help anyone concerned about the events in Charlottesville. He said professors also held a mandatory two-hour seminar in early September to discuss the importance of diversity.

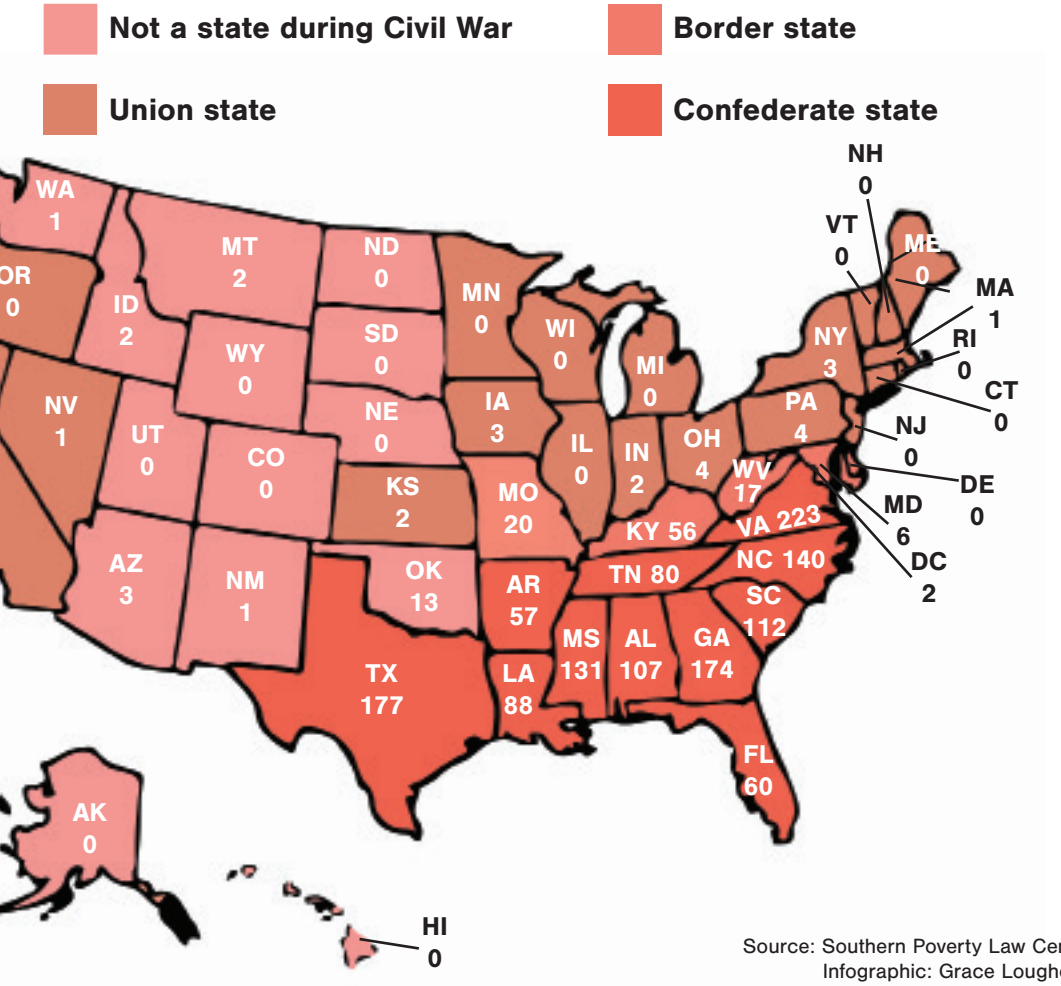
Art teacher Kristina Walter emphasized the importance of student involvement in current affairs. "Students are the people that are going to be making important decisions in five or 10 years, and I think that it's really important for students to be actively involved in current topics like this," Walter said.

Frierson had a similar view. "I think that because college students are the next generation, more conversations on college campuses are super important to end this in the future," she said.

"I think students have to live in a world just like everyone else, so they should have their voices heard about their opinions on a lot of the issues surrounding them," Caffrey said.

Clawson said white supremacy has grown because of President Donald Trump. "He has encouraged supremacists and his supporters to act upon others spreading hate and violence. The president continues to encourage spreading hate by not specifically saying what they are doing is wrong," Clawson said. "They look up to the president to protect them

Confederate Monuments Throughout the United States



Source: Southern Poverty Law Center
Infographic: Grace Lougheed

because they know he will."

On Aug. 13, the day after a counter-protester was run over and killed by a white nationalist, Trump said, "We condemn in the strongest possible terms this egregious display of hatred, bigotry and violence on many sides — on many sides." Trump was sharply criticized for treating the white supremacist groups and counter-protesters equally with that statement.

Frierson said white supremacy has gained momentum because of the current political climate.

"I think that these ideas always existed in the United States, but I think the dialogue in this country has really opened up for people to be more explicit and there to be no consequences for those explicit actions," she said. "It's a lot more prevalent now because of the way we're having these conversations and the openness and more explicit behavior shown by people in the United States today, whether they're political figures or just everyday people."

On Aug, 14, Trump criticized white supremacists. "Racism is evil," he said. "Those who cause violence in its name are criminals and thugs, including the [Ku Klux Klan], neo-Nazis, white supremacists and other hate groups that are repugnant to everything we hold dear as Americans." However, the next day, Trump defended his original statement and blamed "both sides" for the violence in Charlottesville.

Haring said white supremacists feel they can speak out because Trump has their back.

"Anytime it's newsworthy for the president to say, 'White supremacy is bad,' that should just be a given," she said. "The fact that that's a big deal to hear the president say that, that's not great."

Frierson said she hopes this conflict will end.

"I think that eventually there will be a turning point where people realize that the things going on are not OK, and my hope is that we'll come together as a community and politically," she said. "Eventually, we'll be able to solve some of these issues, but right now, I don't see that in the forefront of our future."

Improvements Made to Annual Event

Bess von der Heydt,
Journalism I Reporter

The annual Tour Your Schools Day, taking place Nov. 1, invites community members to tour the Shaker Schools and experience the schools in action through listening to the building principal and student ambassadors.

"It is a day where we open our schools for a period of time, and any families who are interested in touring them can visit. They can get a tour of the school, they can meet the principal, they can meet some of the staff and students," Scott Stephens, executive director of communications, said.

Stephens said that this year they are doing some things differently by having a more specific program, a registration, and two days to visit the schools, one in the fall and one in the spring.

Bess von der Heydt

CommUnity Market Keeps on Giving

Katie Cronin, Journalsim I Reporter

The first Shaker CommUnity Market, which put fresh produce into the hands of people in need, was a success, and the second event will be held Oct. 26.

The CommUnity market last month was held in partnership with the Greater Cleveland Food Bank and the Onaway PTO. It provided the community with free, fresh produce, and was a way "to bring our community together in a shared space to share the abundant resources Shaker has to offer," said Stacey Hren, a parent volunteer for the Onaway PTO and co-chair of CommUnity Builders.

Emerson Coffman

This time, the event will be held in Woodbury's lower gym and the Onaway parking lot. "It will include a variety of community resources, like the League of Women Voters and Shaker Library, in addition to new partners like Shaker Recreation, the Getaway Teen Center, and Cuyahoga County Solid Waste District," Hren said.

There will also be activities for the whole community. "We'll have games, yoga and live music, including a band. And because Halloween is right around the corner, we're hosting a pumpkin-carving contest," Hren said.

Passing out the free produce was a success during the first event. "It worked really well. A lot of families were able to get food that they couldn't necessarily get at a grocery store, because the food was either expensive or they didn't have access to it," Eliza Bennett, who attended the market as a member of the high school's Youth Ending Hunger Club, said. Bennett said that the best part of the event was "seeing the smile on peoples' faces when we handed the food to them."

District Changes Lunch Charge Policy

Caroline Brancato and Melina Ioannou, Journalism I Reporters

Shaker introduced a new policy for the charge of school meals to students' accounts Oct. 8.

If a student forgets money for lunch or does not have enough in their school account, a standard meal is provided and it will be charged to the student's account. In the past, students who have not been able to pay for their meals have received a PTO-funded lunch.

Amanda Schindley, Shaker's food service director, said that the purpose of the new policy is to "not food shame," and ensure that kids get their meals.

To keep parents up to date with the status of their children's accounts, The Food Service Department will notify the schools of students that have a food account balance of $10 or less. The schools will then forward this information to the parents.

Kay Petrovic

Shaker's Nov. 7 Elections

Danielle Krantz,
Journalism I Reporter

Registered voters can decide who sits on the city council, the school board and several issues through voting in local polls, at the Cuyahoga County Board of Elections office or by mail Nov. 7.

The four Shaker Heights City Schools District Board of Education candidates competing for three open seats are Lisa Cremer, Alex Liston Dykema, Ayesha Bell Hardaway and Heather Weingart. The four City Council candidates competing for three open seats are Sarah Megenhardt, Tres Roeder, Anne Williams and Rob Zimmerman.

Government teacher Kimberly Owens emphasized the importance of voting as a means of having your voice heard, "We are a republic, we are a representative democracy and if you want those you elect to make decisions that you support then you need to let them know what your choices are."

Mae Nagusky

The major street construction around Shaker Heights will be finished by December, according to Assistant Director of the Department of Public Works Christian Maier.

The road construction is separated into two major projects: the Shaker Boulevard construction and the ongoing road resurfacing project all around Shaker.

Maier said, "We find that there is much value to doing these types of programs."

Madeline Price, Journalism I Reporter

Gay-Straight Alliance Changes Name

Eliza Auten and Morgan Fowler,
Journalism I Reporters

Gay-Straight Alliance has changed its name to The Shaker Heights High School Gender and Sexuality Association.

"There is more to the human experience of sexuality and gender than just 'gay' or 'straight.' You could be bisexual, or transgender, or asexual or nonbinary," Sarah Grube, GSA president, stated in an email.

"In renaming the club in order to be more inclusive of everyone's experiences and identities, we hope to promote a

Kay Petrovic

more inclusive space that better reflects the members of our club," Grube stated.

Other new names considered for the GSA, in addition to The Shaker Heights Gender and Sexuality Association, were Spectrum and The Shaker Heights LGBT Club.

The GSA held a brainstorming session and then voted on the names suggested. "The SHHS Gender and Sexuality Association won out," Grube stated.

The GSA meets after school on Thursdays in Room 231. GSA is an all-inclusive safe space for LGBTQ students, teachers and straight allies.

"Over the last few decades, the LGBT community has come to understand gender and sexuality differently," stated Grube. "'Gay-Straight Alliance' is a binary that doesn't necessarily apply anymore."

Next year, the high school is ending the practice of Late-Start Tuesdays and replacing it with an Early-Release Mondays system.

The new policy requires teachers to hold their weekly meetings after school and students to go home early.

Though a set schedule has not been made, Principal Jonathan Kuehnle believes school would end around 2:15 or 2:20 p.m..

Emilie Evans, Opinion Editor

The New Getaway Teen Center

John Carter and Grace Geier, Journalism I Reporters

The Getaway, a teen center being developed at Heights Christian Church, will be a free and flexible place for SHHS students to spend time after school.

"This is something that Shaker Heights has been working on for a number of decades," City Councilman Tres Roeder said about the teen center. He has been working with the Shaker community to provide teens with a safe space to hang out.

Roeder said he heard about the idea for a teen center from parents, residents, store owners and teens themselves when he first ran for office four years ago.

"I am very proud of the fact that, after a number of decades of work, we were finally able to make it happen, and we now have a teen center coming," Roeder said.

Roeder said there is a group of current Shaker Heights High School students who have been involved in the planning throughout the past year. This group has named their program "The Getaway." They have also helped select the furniture, programs and activities, such as video games. These teens made the decision to have the center be relatively unscripted.

"They wanted a place where they could go be themselves – where they could hang out if they wanted to, where they could quietly listen to music, where they could be with friends and that's what the teen center is," Roeder said.

The hours will most likely be from 3-7 p.m. Monday through Friday during the school year.

Astrid Braun

Maintaining Learning by Maintaining Buildings

Aging facilities affect learning environment, but new buildings are not in the plans

ETHAN BLOCH *CAMPUS AND CITY EDITOR*

Shaker prides itself on historic and beautiful school buildings, but nothing lasts forever and Shaker facilities such as the middle school need repair or renovation.

Shaker's oldest school, Boulevard Elementary, was built 103 years ago.

The average age of Shaker's school buildings is 85 years old. A 2014 study by the National Center for Education Statistics showed the average age of a public school building in America to be 44 years.

The NCES website also states that, after 40 years, a school building begins to rapidly deteriorate; and, if not renovated, then after 60 years, most schools are abandoned.

In 2015, the Shaker Schools district began creating a long-term facility plan to address all options on updating and maintaining the school buildings.

This facility plan is part of the Five Year Strategic Plan, a blueprint created by a 44-person team of students, staff, community members and School Board representatives aimed at achieving the district's goals for 2014 through 2019.

In 2015, the district became eligible for grant funds from the Ohio School Facilities Commission Classroom Facilities Assistance Program to replace or renovate buildings, which allowed them to begin working on the facility plan.

Before creating the plan, the district decided to receive community input through a process they call "Educational Visioning."

"Before developing our facility maintenance plan, we decided to pause and reflect upon whether our buildings need to be adapted for 21st century education," stated the Board of Education on shaker.org.

The Educational Visioning process comprised six meetings between community members, teachers and administrators to discuss possible renovations.

"Before developing our facility maintenance plan, we decided to pause and reflect upon whether our buildings need to be adapted for 21st century education."

Board of Education

At the sixth meeting, on April 7, 2016, the nearly 90 participants decided the best plan for Shaker's facilities was to construct a new 5th-8th grade school building and turn Woodbury Elementary School into an administration building and recreation center.

However, the Board of Education released a statement Aug. 18, 2016, announcing that they would instead replace the middle school with a new facility on the same site and do major maintenance on all other buildings.

The middle school, built in 1957, is Shaker's youngest school building.

The board wanted to place a $55 million bond issue on the ballot in May 2017 with $19.9 million going toward a new middle school and the remaining $35.1 million toward other buildings' maintenance.

The state would contribute $6.3 million to building the middle school, bringing the total estimated cost of a new middle school structure to $26.2 million.

Cleveland Heights High School recently completed a major two-year renovation, costing $104 million.

The renovation was funded by a $134.8 million dollar bond, which also funds renovations of other school buildings in their district.

While renovations were underway, CHHS students were relocated to Wiley Middle School. Additional wings were added to the building to accommodate the 1,803 students during the 2015-16 school year.

The Wiley building was not in use prior to the high school students being moved there.

Cleveland Heights sophomore Brayden Kellner said that a major advantage of the new high school was space. "Getting to classes is easier, and the hallways are less crowded and a lot of the classrooms feel much more open," he said.

Despite their August 2016 statement, the Shak-

er school board ultimately decided not to go forward with replacing the middle school building. "While many in the community believe we need to continue our discussions regarding the long-term future of the middle school and explore the possibility of replacing the entire building at some future date," the middle school building will continue its current purpose for the immediate future.

School Board President Alex Liston Dykema said, "We will still need to address the middle school, but I think we need to do it with more communication and hopefully more private funding."

The board decided to lower the bond issue to $30 million to be spent on maintenance, repairs, electrical and technological infrastructure, and health and safety concerns.

The money could also be used on capital projects in the future.

The board is currently deciding which specific projects to use the bond money for.

Shaker's last bond issue was $23.5 million dollars and was approved by voters in 2004. Those funds were used to maintain school buildings.

The $30 million bond issue passed May 2, 2017 and has increased taxes $11 dollars a month per $100,000 in home property value according to cleveland.com

Shaker resident and parent Milena Sterio approves of the tax increase.

"Although nobody likes to have their taxes increased, I believe it is our responsibility as citizens of Shaker Heights to contribute to our schools," she said. "Our facilities are adequate, but not luxurious by any means. I don't think it's too much to ask to have our students work under non-leaking roofs!"

Sterio said that while she is disappointed the

The district spent $1.56 million to repair the middle school's roof over the summer due to leaks and water damage. **Photo by Andrew Boyle**

middle school building is staying, she has confidence in the school board's decision.

So, how important is the condition of a school building to the learning environment that it fosters?

"Staff has expressed challenges associated with splitting the same grade level teachers and students around the [middle school] building. The building also lacks large spaces for maker lab courses, is not ADA (Americans with Disabilities Act) compliant for those with physical challenges, and lacks the air conditioning that the building's design called for to produce a comfortable learning environment," the Board stated on Aug. 18, 2016.

Middle school health and physical education teacher Beth Casey said, "I think it's disappointing that the district is not building a new middle school. The current design, coupled with the age of much of the machinery, is problematic in many ways."

Casey had ceiling leaks in her classroom and said that this affected the learning environment, "There was a definite odor in the room and some kids were just genuinely distracted by it."

Due to leaks and water damage, the district spent $1.56 million to replace parts of the middle school's roof over the summer.

Last year, the cafeteria ceiling of the middle school had to be fitted with a makeshift tarp and buckets used to catch leaking water.

While taking a standardized test last year, freshman Elizabeth Auten was hit in the head by a falling ceiling tile and suffered a minor concussion.

Auten said poor building conditions have affected school pride and the school's reputation. "People complain about the middle school and other people are like, 'Ugh, that's a terrible school. Why would you go there?'" she said.

Freshman Izzy Nace, who attended the middle school last year, agrees.

"It doesn't help school pride in the slightest when anyone walks in and sees broken tiles and water damaged walls," she said. "This gives visitors the wrong idea of how Shaker runs the conditions that kids learn in."

The middle school isn't the only school building that presents a challenging environment. High school math teacher Jayce Bailey said that heat can be troublesome during the school day.

"Sometimes the heat in the rooms is unbearable," Bailey said.

Classrooms in the high school's front hallways remain so hot during the winter that teachers open windows to allow heat to escape and frigid air to enter.

With school beginning earlier in the summer, third floor classrooms have grown so hot during August that the district has begun to offer students bottled water.

Bailey said, "As an adult and teacher, I work through it, but I do understand the difficulties that students face."

THE MITCHELL MURAL: BOOKENDED BY CONTROVERSY

Editor's Note: The Shakerite published the following story, written by Shane McKeon ('14), in its Sept. 26, 2011 print edition. It is reprinted here to provide context for the decision to modify the mural.

Controversy arose after two recent graduates altered their senior project mural to depict history teacher Tim Mitchell crossing the Delaware in George Washington's clothes.

For their senior project, 2011 graduates Michelle Scharfstein and Gabe Gordon painted a mural in the hallway across from Mitchell's office in Room 223. Art Department Chairman Dan Whitely oversaw the project.

The mural recreates Emmanuel Leutze's 1851 painting "George Washington Crossing the Delaware" but replaces those rowing Washington's boat with American icons such as Jesse Owens and Bob Dylan.

Over time, however, Whitely and other teachers become increasingly uneasy about the idea, and Whitely asked the two to keep George Washington's face and write Mitchell a dedication on the mural instead. According to Whitely, the three agreed upon the change.

According the Whitely, the portrait was fully "completed" the afternoon before it was due.

"They asked me to sign the papers saying it was completed. I said, 'I'll sign them in the morning when I see you.' This was at 4 o'clock,' Whitely said. "When they came in the next day... I said, 'Well, let me see the final piece first [before the signing the papers].'"

According to Whitely, between 4 p.m. and 9 a.m. the next morning, Scharfstein and Gordon painted Mitchell's face in place of Washington's.

The seniors admit to mishandling the situation. "I believe there was a lack of communication on behalf of Michelle and I," Gordon stated in a Facebook interview.

"I believe Mr. Whitely took our lack of protest as an agreement to change our idea while we were spending the entire time debating whether or not we should change it, torn between staying true to our artistic concept and vision and making concessions to please others," Gordon stated.

"The last day we decided [to paint Mitchell]... I think Mr. Whitely took this as a last-minute, going-behind-his-back move, when in reality it was no

The mural of former teacher Timothy Mitchell painted as George Washington was met by controversy in 2011. **Photo by Grace Lougheed**

such thing. I admit that I believe the situation could have been dealt with a lot more smoothly had Michelle and I been more vocal with Mr. Whitely with what we were thinking."

Overall, Gordon and Scharfstein are happy with the outcome of this process.

"In the end, our mural turned out the way we wanted it," wrote Gordon. "It is a reflection on American history, a tribute to great leaders who made a difference and inspired innovation in a variety of fields, sprinkled with what we intended to be a little bit of humor. It is also a visual representation of a coalescence of our personal passions. Art is meant to inspire, evoke change, maybe stir some controversy, though the latter was never our intention."

Whitely pointed out that unlike the artists, the murals remain at the school after graduation. Other murals around the building are still relevant a few years from now.

The graduates stressed that historical relevance was not their main concern.

"Our aim was to honor two teachers, Mr. Mitchell and Mr. Whitely, who had influenced us in the best possible way throughout high school," Scharfstein wrote in a Facebook interview. "Our idea was to combine our passions for history and art, cultivated by these two teachers, in a mural that included inspirational American figures who were innovators and explorers in their fields. We wanted to honor Mr. Mitchell, a teacher who we felt inspired us to learn and explore the field of history, by placing him amidst the other important figures."

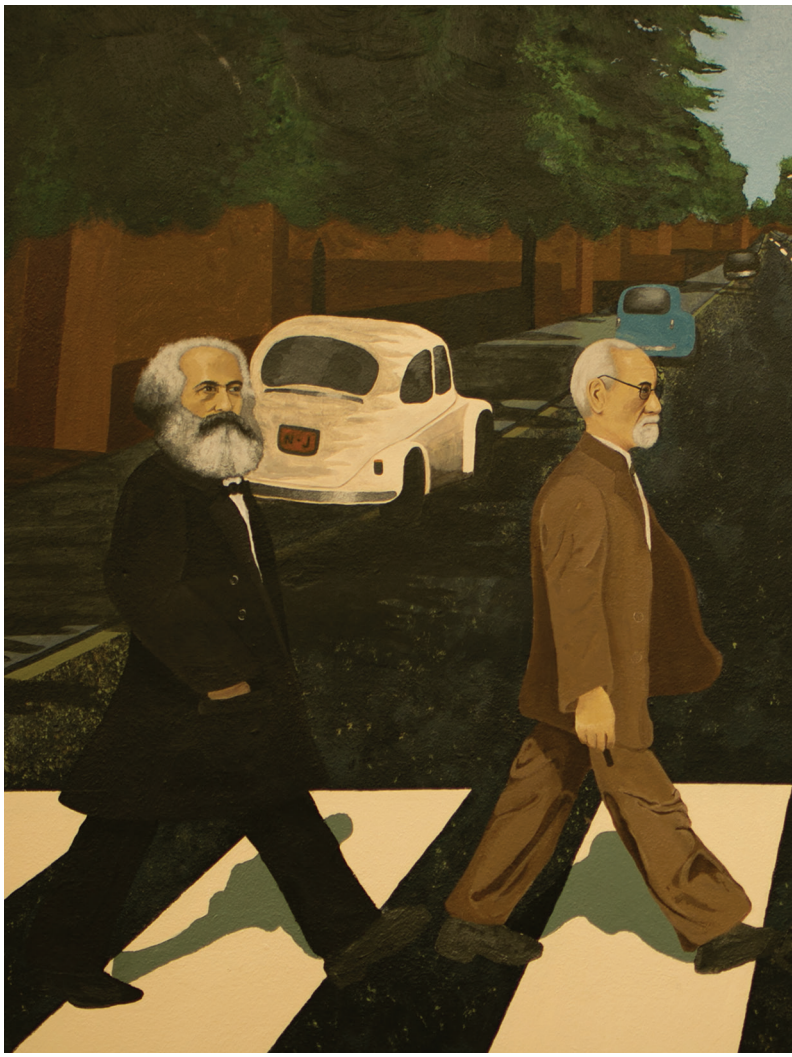
A mural in Room 230 depicting history teacher Dann Parker crossing Abbey Road with the Beatles inspired the idea.

Whitely noted, however, that the mural is not displayed in the hall where everyone can see it.

Mitchell taught both students in Advanced Placement United States History. Regarding the mural, he said, "I accepted the concept because it was important for the painting and the students involved, and I think it's unfortunate how it transpired."

Art Department Alters Murals After Mitchell Sentenced to Prison

Julia Barragate
Print Managing Editor
Astrid Braun
Web Managing Editor



Acting on a directive from Principal Jonathan Kuehnle Oct. 17, the high school art department painted over the face of Timothy Mitchell on a mural portraying him as George Washington and another mural in which he appeared in the background.

Mitchell pleaded guilty to child endangerment and was sentenced Oct. 12 to nine months in prison after admitting to having sexual relations with a student 22 years ago.

The mural of Mitchell as Washington, located in the hallway leading to Room 224, was painted in 2011 by two of Mitchell's students, Gabe Gordon and Michelle Scharfstein, for their senior project. The other mural, painted by two seniors in 2007, depicts retired social studies teacher Dann Parker crossing Abbey Road with other historical figures.

Dan Whitely, former Art Department chairman, did not approve the students' plan to represent Mitchell as Washington.

"They did it behind my back -- that was the worst part of it," said Whitely, himself an artist who specializes in public murals and who now teaches studio art and design for the Excel TECC Consortium.

Despite violating the rules of senior project, the mural remained untouched for six years, and neither student faced consequences.

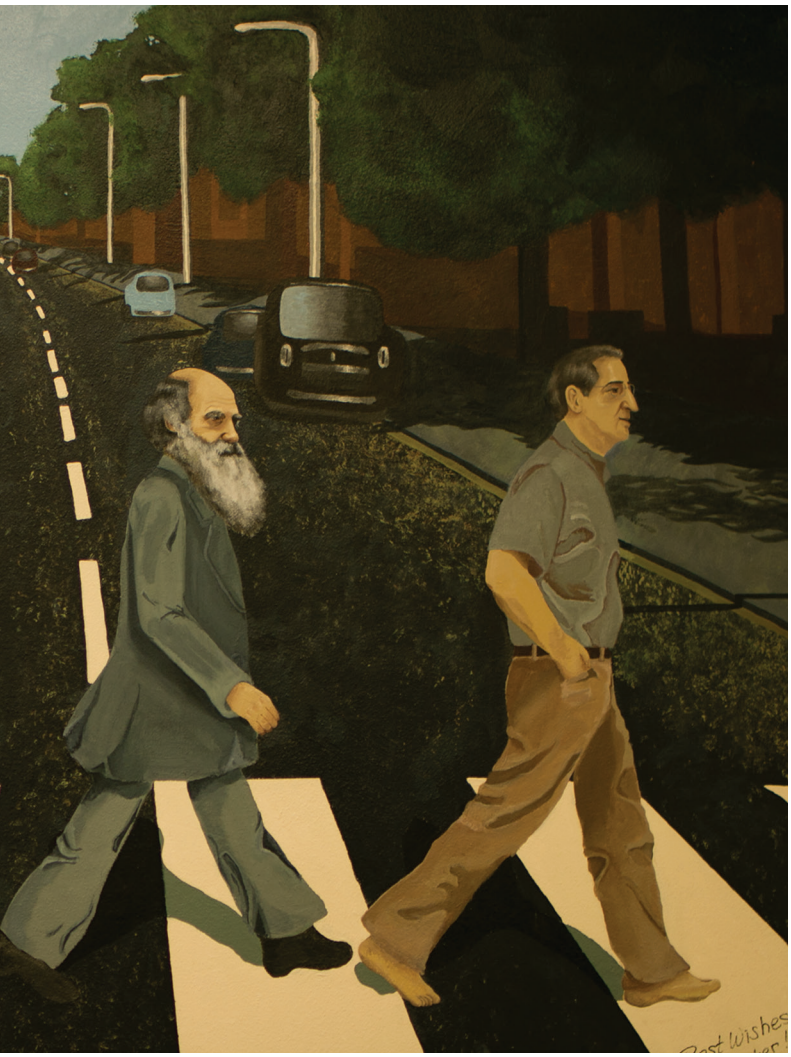
According to science teacher and senior project adviser James Schmidt, teachers and advisers cannot punish a student who breaks the rules of senior project.

"There's no real disciplinary action we can have with the student at that time," he said.

"Any discipline has to come from the administration, and it's their call as to if they want to do something with the student or to the student," he continued.

Schmidt explained that for seniors to have their murals approved, they must first present a mock drawing to a committee, which comprises senior project advisers, art teachers and an administrator.

"It doesn't have to be fully finished, but it has to be enough that we know what their intention is to put up there," he said.



Mitchell's face was painted over Oct. 17 in a Room 230 mural, which depicts former history teacher Dann Parker crossing Abbey Road. **Photo by Kay Petrovic**

The committee then discusses whether the mural is appropriate and presents critiques for the artists.

Schmidt said that murals are usually untouched after they are painted.

"The goal really has been that once a mural goes up, it's supposed to stay up," he said.

"It certainly gave the kids the wrong idea. There's the wrong way, there's the right way and there's Shaker's way," said Whitely, "and that was more discouraging than anything else."

Kuehnle said that after Mitchell was sentenced, he received requests from students and staff to cover the mural.

According to Art Department Chairwoman Karen DeMauro, Kuehnle asked her to paint over the entire mural after Mitchell's sentencing.

However, she believed painting over Mitchell's face with Washington's was the better option.

"I felt that to paint over the whole mural would be upsetting to the kids that actually painted the mural," DeMauro said.

Kuehnle agreed that her solution worked best.

He contacted the artists, who approved of the choice to modify the mural.

Whitely also argued for the preservation of the mural.

"The rest of the mural is worthy. It shouldn't be taken apart," he said.

Senior Sriram Sundararajan, a former student of Mitchell's, believes the situation was appropriately handled.

"I think they made the right decision because Mr. Mitchell obviously does not represent the Shaker values or values that we have displayed in a school," he said.

Senior Geoffrey Grossman-McKee, another former student of Mitchell's, supports the decision.

"Although many of us who had him thought he was a good teacher and may remember positive things about him — especially now when all of the allegations have come to light and he's been sentenced to jail time —I think it's probably time to remove anything that's portraying him positively from the school," Grossman-McKee said.

"If you want to send a message that you're supporting the victims and you respect due process, you can't have murals of that around the school," he added.

"I don't know if playing with the mural is going to trivialize the sadness of the situation," Whitely said. "I think it's a different kind of discussion about how the policy of murals should be and if it's something to rethink."

Kuehnle said students and staff expressed gratitude for the modifications.

"I've had many people say, 'Thank you. We can heal, we can move on,' " he said.

Copy Editor Abigail Aronoff contributed reporting.

Government Mandates Spawn New Non-Teaching Positions

Emet Celeste-Cohen *Investigations Editor*

For most students, administrators blend into the background. They are the teachers' bosses. They make the rules. Assistants, directors and supervisors clump together into a single category of non-teaching staff.

In the minds of those administrators, however, the distinctions are vast. Yes, those directors are administrators. No, their assistants aren't. Yes, the treasurer is an administrator. No, his accounting specialists aren't.

A Shaker administrator's definition of administrators includes only those staff members with an administrative contract. By the district's count, there are 35.

But that isn't the full story. Another category of employees — including administrative assis-

The Ohio Department of Education and Shaker count administrators differently, and Shaker has seen an increase in non-teaching positions. **Photo by Emet Celeste-Cohen**

tants and specialists — fulfill administrative duties or help central administration fulfill theirs. Even though the work they are doing is under the administrative umbrella, these staff members are not on administrative contracts.

"There are people, like the instructional coaches, who are not in direct-contact teaching roles...They're there to help other teachers improve curriculum delivery, but they are not in the classroom per se," said Dr. John Morris, president of the Shaker Heights Teachers' Association.

There are administrative assistants, who, as Superintendent Gregory C. Hutchings explained, "assist all of our administrators."

"I probably couldn't live without mine. She does all of my scheduling, she takes all of my phone calls, she proofreads all of my PowerPoint presentations, she uploads all of my BoardDocs. Those are administrative things that are taken care of by the administrative assistant," he said.

There are coordinators — such as the International Baccalaureate coordinator. "A coordinator may not be classified as an administrator, meaning they aren't on the administrative salary scale, but they may have some administrative responsibilities," Hutchings said.

All these employees who do not carry the administrator title, yet still fulfill administrative duties, comprise another 38 staff members in the district and are considered "supervisor-administrators" by the district.

The definition of an administrator is often misunderstood or not agreed upon.

"If I am the administrative assistant to the principal," Dr. Ben Scafidi, director of the Education Economics Center at Coles College of Business, wrote in an email interview, "then I am part of administration."

Hutchings, however, said of his assistant, "No one would say she's an administrator."

"I think that administering something versus being an administrator are two different things," he continued.

"Everyone," said Bryan Christman, district treasurer, "has a different definition of an administrator." For the purpose of this story, those employees whom the district considers administrators will be called such, and those who are merely administering something will be called supervisor-administrators

In addition to the number of administrators, there are two data points to consider. First, how many administrators there are per teacher. For example, If there were 73 administrators and one million teachers, that wouldn't be very many administrators. Conversely, 73 administrators for only 50 teachers would probably be too many.

"Everyone has a different definition of an administrator."

District Treasurer
Bryan Christman

The second data point to consider is how much this ratio has changed over time.

According to the district, there are 11 teachers for every one of Shaker's 35 administrators. This ratio has stayed relatively constant since 2003 — the earliest year for which records are available.

However, when the 38 supervisor-administrator positions that Shaker doesn't count are included, this ratio drops to 5.7 teachers for every administrator. This seemed a little high to Scafidi, relative to the nationwide averages he's been researching. But what interested him more was that the number of supervisor-administrators had increased by 47 percent over 14 years.

Every year, Hutchings said, the district also reports the number of employees and their positions to the Ohio Department of Education. By the ODE's count, there were 49 administrators in Shaker in 2015, 14 more than Shaker counted. This is because

the state includes some portion of the supervisor-administrator classification in its tally. "There's a couple of the coordinator positions that are not administrators in my definition," Christman said. They are, however, administrators in the ODE's eyes.

From 2007 to 2015 -- the only years consistently reported -- as the number of teachers declined by about 1 percent overall, the number of administrators increased by 40 percent. The ODE's ratio of Shaker teachers to administrators went from 10:1 to 7.7:1 during that span.

"I just got back from our forecast seminar," Christman said, "and even they say you get garbage from ODE." But even the ODE's numbers follow a familiar pattern. The number of Shaker's principals stayed the same. The number of assistant principals stayed the same. The number of superintendents and treasurers stayed the same. From 2007 to 2015, however, the number of administrators that the ODE recorded with the title "Supervisor/Manager" increased by nearly 50 percent. So did the number of administrative assistants. A classification called "Coordinators" went from having zero staff members to five.

This group is where the growth is found -- a subsection of staff members who are administering but do not hold administrative contracts. In the words of Hutchings, administering and being an administrator are two different things. This accounts for the rise of the "supervisor-administrator."

Morris recognized this trend. "I've perceived an increase of non-administrators who are in these non-teaching roles," he said. "We've imple-

Assistant principals in Room 110 are counted as administration by the district; the other staff members in the room are not. **Photo by Kay Petrovic**

mented this huge IB curriculum. We have a strategic plan that wants to see growth in math and reading. That's where I've seen it increase, more so than the central administration."

Morris attributed this partially to Shaker-born initiatives and requirements. The Innovative Center for Personalized Learning and Family Engagement. The k-12 IB Programme. The strategic plans. The data collection. "Although they relate to teaching, it's not specifically about what we are teaching. IB is a huge commitment. It means a lot of people have to be on board," he said.

Christman agreed that some Shaker initiatives have prompted an increase in administrators but he also sees federal and state mandates playing a large role. "Parts of all the administrators' jobs include dealing with federal requirements," he said. "Just from the state standpoint, not even necessarily federal programs, there's a fair level of reporting requirements which have only grown since I've got into this business 25 or 27 years ago.

"From a financial perspective, we never had to do these Five Year Forecasts, which I just presented last night at the board," he continued. "There's all kinds of reports, audits, reviews we get subjected to from the state and the feds.

"I can really only talk to the financial side, but I know that there's other requirements: the need for documentation for discipline, for special needs children, for gifted children, for economically disadvantaged children," he said. "There's just a myriad of tasks to be performed or monitored that typically come with any state or federal money."

Social studies teacher Amy Wadsworth recognizes the increase in administrative tasks. "I would never want to be an administrator," Wadsworth said. "They are drowning in paperwork."

"As the number of regulations increase, the number of supervisor-administrators must increase to keep up with that workload," Christman said. Just increasing the number of central administrators — the directors and principals — wouldn't help fulfill these requirements.

Scafidi cites these regulations as playing a large role in staff surges as well. "[Government officials] are just laying it on at all levels. When you think about it that way, it seems almost inevitable. Blaming the principals or even superintendents is not realistic," he explained. "It can't be just people at a local level, because we're seeing the rate of non-teaching staff rise across the country."

Scafidi doesn't think this trade-off — more administrating, less teaching — is worth it. "More and more money has been going into education each year, but the money isn't getting into teachers' pockets. Instead, it's going into more support staff," he said.

In his report, Back to the Staffing Surge, Scafidi put numbers to this assertion. He wrote that if growth in non-teaching staff increased at the same rate as student populations from 1992 to 2015, roughly $805 billion could have been saved nationally.

"I would never want to be an administrator. They are drowning in paperwork."

Social Studies Teacher Amy Wadsworth

What worries Scafidi more is how this surge works its way into the classroom. Employing more teachers in non-teaching roles can mean hiring fewer classroom teachers, which can lead to increased class sizes and less preparation time. At the same time, district, state and national mandates require more teacher attention.

"You always hear teachers complaining about paperwork," he said. "Any time they spend filling out a paper is time they can't be grading. In an ideal English class, your teachers are correcting your essays and giving them back and then grading them again and again until you can do it on your own. How often does that happen anymore? The paperwork takes away from us making students better writers."

"Think about how many tests use multiple choice," he continued. "That can't be the best way to test your knowledge. But teachers just don't have time to grade anything else."

Schmidt recognizes this change. "I feel as though there have been more requests put on our time outside of the normal scope of our regular instructional duties," he wrote. "Most of them seem minor, like tracking conference attendees or submitting examples of formative assessments for a Strategic Plan initiative, but in addition to the increase in those teaching responsibilities, it can feel as though there are significant increases overall," he said.

Social studies teacher Paul Kelly expressed a similar sentiment. "I think the challenge is that time keeps getting chiseled away... as a teacher, you have to meet state requirements and IB requirements, and it's tough," he said.

Wadsworth said her non-teaching duties have "absolutely" grown.

Andrew Glasier, social studies teacher, has tracked new teacher responsibilities. His list includes paperwork for IB, Level Literacy Instruction, Peer Assisted Learning Strategies and daily detailed lesson plans. He has noted 47 new tasks sapping instructional time in the last five years.

"The list grows every year," English teacher Jody Podl said. "And the hours of the day don't change.

"Anything that takes away time that you could be spending with students is not necessarily a good thing," she said. "That's what we are supposed to be doing here."

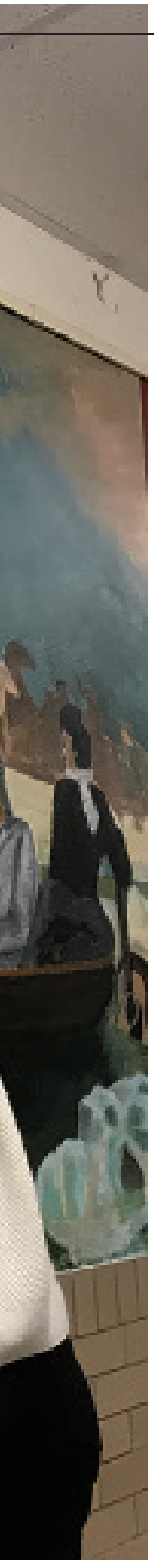
Emet Celeste-Cohen
Ratio of teachers to administrators (2017)
The ratio of teachers to administrators (including the supervisor-administrators) is around 5.7 to one
Percent of administrators v. supervisor-administrators
2003
58%
42%
2017
48%
52%
Overtime, the number of supervisor-administrators has surpassed the traditional administrators.
Number of administrators in Shaker over time
The ODE included more people in their definition of administrator than Shaker. They also recorded more growth, 40 percent
The number of supervisor-administrators grew by 47 percent
The number of official administrators has stayed the same
supervisor-administrators n.
staff members who fulfill administrative duties but have not signed administrative contracts e.g. the IB coordinator, administrative assistants, acounting specialists, etc.
administrators n.
staff members who are bound with administrative contracts and are counted as administrators by the district e.g. the superintendent, the principals and assistant principals, the treasurer, the chief of staff, etc.
Andrew Glasier's List of New Teacher Duties Since 2012
1) Level Literacy Instruction (LLI)
2) Peer Assisted Learning Strategies (PALS)
3) SMART goals
4) EnVision
5) FUNdations
6) Compass Learning
7) Student Organized Learning Environment (SOLE)
8) Reading Improvement Plans (RIMPs)
9) Positive Behavioral Interventions and Supports (PBIS) referrals
10) Ohio Teacher Evaluation System (OTES)
11) Weekly Teacher Based Teams (TBT)
12) Common Planning Time (CPT)
... and more

Moving on Requires
More Than Paint

Mitchell’s crime challenges everyone to face tough questions

The Editorial Board
Photo by Astrid Braun

Art teacher Meryl Haring paints over the face of Timothy Mitchell on a mural portraying him as George Washington Oct. 17. **Photo by Astrid Braun**



We have obscured the image of his face with surgical painting, erasing his memory from the walls of this school.

We have swept away his footprints, dusted away his fingerprints, covered his trails with a new rug. We have shined our staircase railings as if hoping never to see his reflection staring back at us.

So what now?

We have painted, vacuumed and dusted; we have washed, rinsed and repeated this cycle.

Somehow, we missed a spot.

Timothy Mitchell taught thousands of students over the years, 255 of whom still attend Shaker Heights High School.

When the investigation began last spring, those in the International Baccalaureate Diploma Programme were offered group discussions and counseling services to help them cope. Outside of the program, however, students were left to their own devices.

We did not all know this man — some of us never spoke a single word to him, never looked him in the eye, never set foot in his classroom — but he did not commit his crime in a vacuum.

His face is erased from our walls, but his imprint can never be reversed.

Retouching Mitchell's facial features will not erase memories.

It will not make women in this school feel safe again. It will not destroy a legacy.

Regardless of Mitchell's former reputation within the Shaker community, he is a criminal.

Paint can cover paint, but it can't heal wounds.

Thus, rather than focusing on removing his lingering presence, the school should aim to help all students heal.

Mitchell's crime should spark conversation within the community, not silence.

This is not to say the school hasn't tried, nor are all Shaker students irreversibly damaged.

But, the reality is that a teacher had sexual relations with an underage, trusting student, whose freedom he stifled to protect his name.

Furthermore, students are not the only ones struggling to cope with his crime.

Teachers, administrators, parents and community members alike are forced to heal after the events that transpired over the past few months.

Mitchell's crime — a betrayal of trust and professionalism — is one thread that has been yanked from our community's blanket of integrity, and it seems that it is quickly becoming unraveled far beyond this.

The coinciding news of Hollywood producer Harvey Weinstein's decades spent sexually harassing and assaulting young, female actors only amplifies Mitchell's crime.

Given that both stories have emerged during the presidency of an admitted sexual assailant, what message about powerful men are girls to take from these deplorable acts?

The Shakerite will not neglect its responsibility to cover honestly and thoroughly the harsh, uncomfortable topics that his crime has evoked.

It is up to the rest of this community — the students, the parents, the staff — to do the same in their own capacities.

Whether that be through opening a dialogue around the culture of our school, and of the institution at large, that allows these instances to occur and go unnoticed for decades, or making conscious efforts to embrace these conversations for the sake of the students, especially the young women, and the educators of this school.

None of us can reconcile alone, and none of us should have to.

Murals Reflective, not Representative of Student Body

Shaker Heights High School looks surprisingly dissimilar to a prison -- when compared to the institutionally drab design of other public schools. Our historic architecture, lovely brickwork and persistent effort to preserve our traditional appearance contribute to our school's collegiate external look. Inside, however, the beauty is limited to the vibrant student-made murals sprawling Shaker's halls.

Emily Montenegro
Opinion Editor

Our school building is a free art exhibit.

Every corner of the school proudly displays a student's masterpiece. Steve Jobs watches hallway traffic pass, a red Raider grows to adulthood, Betty Boop dances across a wall. Even during my fourth and final year at this school, I find new artwork all over the building.

Walking to my locker everyday before, between and after classes, I always make sure to pause and look up.

Proudly portrayed on either side of my locker are two beautiful, student-painted murals that reflect two of my most important identity intersections. Spanning one stretch of lockers is a Peruvian scene, wherein a man wearing a poncho dances about Incan ruins, pan flute in hand. On my other side, four familiar and inspiring female faces proudly observe passersby: Wu Zetian, the first and only female Emperor of China; Queen Elizabeth the First, the last Tudor monarch of Britain; Rosa Parks, historic black activist who refused to move seats on a segregated bus in 1950s Montgomery, Alabama; and Malala Yousafzai, the youngest Nobel Prize laureate who continues to fight for girls' education.

They aren't the only murals displayed in my hallway — they share their wing with a tribute to a local Olympic wrestler killed by terrorists at the 1972 Olympic games and a green jungle motif, to name two -- but they are the ones that consistently make me smile. I see these parts of myself, my Peruvian heritage and feminist core, reflected permanently on my school's walls, and everyday I am grounded by these murals' significance. These murals aren't just student masterpieces, they are permanent accolades to Shaker's diversity.

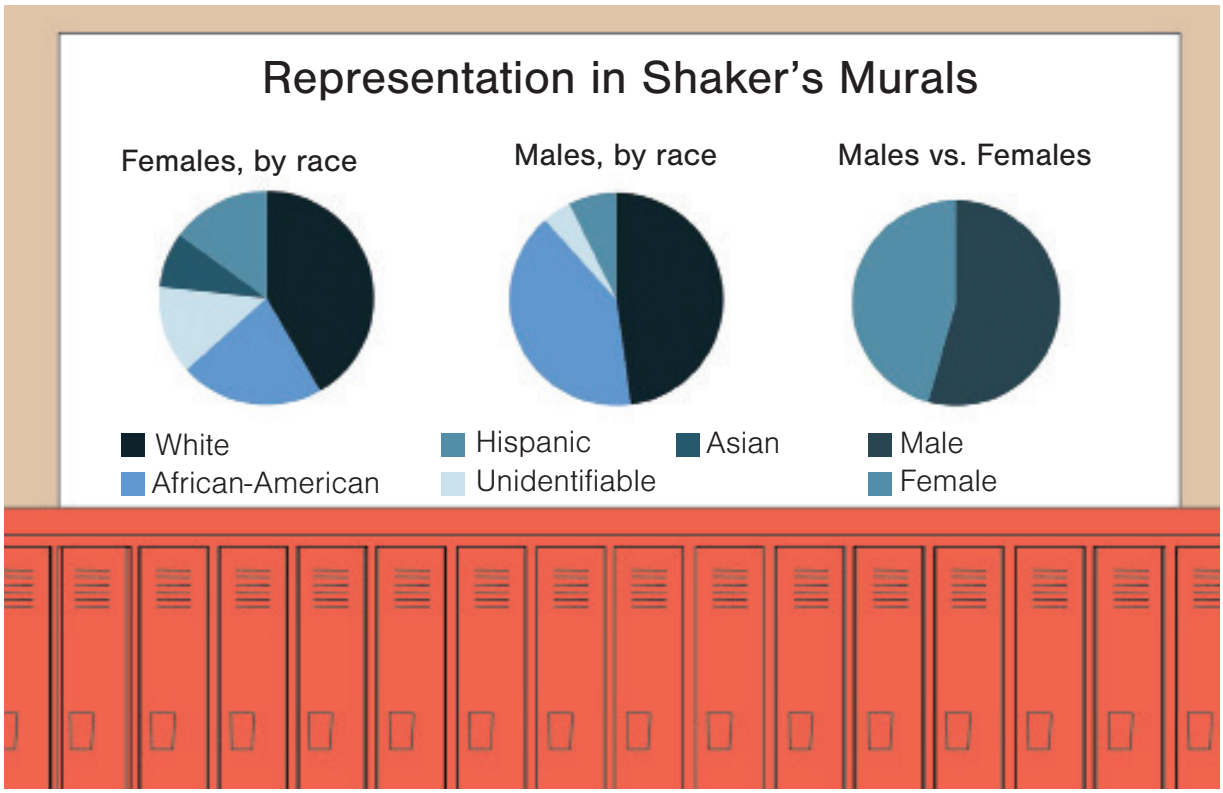
When studied as a whole, the representation of races and genders in the high school's murals Shaker impressively reflects the school's student body.

According to niche.com, 62.5 percent of our 1,797 high school students are people of color — in this case including African American, Hispanic or Latino, Asian or multiracial identities. The Shakerite catalogued every mural in the school. Our numbers show that 53.5 percent of the identifiably human figures in murals are people of color as well. It's as if the walls are covered in mirrors, reflecting the true diverse spirit of our student body.

Barack Obama, Muhammad Ali, Jimi Hendrix and W.E.B. Du Bois watch students transfer to and from class, providing inspiration from their permanent places on the walls.

Other murals champion tolerance, diversity and kindness, including a mural of two skeletons coexisting, or another mural depicting the concept of treating others as one would like to be treated as it appears in various religions and cultures. Everywhere students, staff, and visitors look, there is an immortalized tribute to our school and world's diverse population.

There are, of course, areas for improvement.



While the overall gender representation is fairly even — 58 women and 69 men — one of the most notable omissions is that of influential black women. Of the 75 murals we cataloged, only 7 murals included black women. There are gorgeous framed paintings of African women in the Egress, and Rosa Parks joins other famous historic females in my hallway's mural, but of the 13 black women in the murals, 12 are anonymous black women. There are no murals depicting or celebrating Harriet Tubman, Beyonce, Oprah, or Michelle Obama, to name a few. Yes, it is encouraging to see women of all colors included in murals such as that of the student body on the front lawn of the high school. However, it would be far more impactful and inspirational to see a prominent black female figure on our walls.

There is still no LGBT mural, either, to specifically celebrate the queer community in Shaker and beyond. While difficult to gather exact data on the LGBT population in Shaker Heights High School, worldwide research-based company Gallup, Inc. reported that in 2016, 4.1 percent of the United States identified as LGBT. Furthermore, 7.3 percent of millennials identified as LGBT.

While the LGBT community is not, obviously, a race or skin color that can be more apparently depicted in a mural, it is still a significant minority in the school, country and world at large. The benefits of seeing a permanent tribute to and celebration of our LGBT peers, staff, community members and fellow citizens would be undoubtedly positive. The LGBT community is frequently underrepresented in media, politics and even in this school. The Shaker nondiscrimination clause was amended to include sexual orientation and gender identity discrimination only within the last five years. These students deserve to see themselves immortalized in artwork, and their heterosexual peers could benefit from a reminder to be inclusive, supportive and kind.

If I had an ounce of artistic ability, I would offer to paint these representative murals myself. Instead, I implore students to consider who is on these walls already, and who is being overlooked. Students, your artwork will serve as time capsules for Shaker's legacy: its values, its cultures and its people. The representation of Shaker's diversity is paramount, and I only hope it continues to grow to reflect all walks of life in Shaker's hallways.

Cremer, Hardaway and Weingart for Board of Education

The Editorial Board of The Shakerite endorses Lisa Cremer, Ayesha Bell Hardaway and Heather Weingart for Shaker Heights City Schools District Board of Education.

Lisa Cremer, an active community and Lomond PTO member, exhibits unique characteristics that will make her successful on the board. She became prominent in the community for leading an effort against a district decision to eliminate K-4 science lab visits and the K-4 science coordinator position. In fact, she launched her campaign from the very website she used for the petition and cited that passion as a foundation on which to run. This demonstrates her ability and willingness to challenge the administration when it fails to communicate with parents before making significant decisions about resources, curriculum and instruction.

Her connections with young families and experience with disadvantaged children in the classroom will prove valuable when advocating for students, parents, teachers and community members. Her extensive experience in social justice and mutual connections with teachers will empower her to improve the board's staff and community relations.

In order to increase community participation, Cremer would create a Student and Parent Advisory Committee for the board, modeled after Dr. Gregory C. Hutchings, Jr.'s Superintendent's Student Advisory Committee and Principal Jonathan Kuehnle's Student Leadership Team.

These innovative ideas, combined with her exceptional passion for positive change in the district and connections with the community, will make Cremer valuable to the Board of Education and our schools.

Ayesha Bell Hardaway, a member of the district's first-ever Equity Task Force, will add unique perspective to the board's mission to mitigate Shaker's achievement gap. She demonstrated proficiency in topics of equity, education, teacher management and student resources. With a background in litigation and grassroots activism, Hardaway will capably assess critical issues.

Hardaway's focus on a paradigmatic shift about how we discuss and alleviate the achievement gap — by no longer "shortcutting" issues, such as pointing solely to a student's home life as a justification for underachievement, and meeting students where they are to alleviate systemic barriers of achievement at school — may contrast with the views of other board members. However, her ideas will further advance the discussion, which has persisted in Shaker since The Shakerite published district statistics documenting the gap in 1997.

Hardaway's ideas of mentorship programs with community members and working with state and city government demonstrates that she will bring to the district concrete ideas about helping students achieve.She does not dance around Shaker's flaws; she sees the district's problems and offers ideas to reduce them.

Heather Weingart has proven capable of improving the school board with her strong financial background. Weingart ran the 2017 levy campaign, holds a business degree and was a member of the Night for the Red and White executive board for five years. One of her primary goals is to to engage the 75 percent of Shaker's stakeholders who do not have children in the school district, considering how significantly they contribute to the school's funding. Weingart said she will hold quarterly town hall meetings in convenient areas for currently lesser-involved community members, at accessible times for the most number of people.

Weingart's financial experience will assist the district in its search for alternative funding, which, with shrinking state resources and the board's

Board of Education Candidates

LISA CREMER

Cremer has volunteered with the Lomond PTO, served as treasurer for a non-profit welcoming new families of medical professionals to Cleveland, and volunteered for a support group for families on a Navajo reservation. Cremer led an effort against the 2017 district decision to end K-4 science lab visits, launching a petition on change.org. In college, she worked at the Eden Institute researching ways to help autistic students. Cremer lives in Shaker Heights with her husband and three young daughters.

ALEX LISTON DYKEMA

Dykema is the only incumbent school board member running for re-election this year. He joined the school board in 2014, was nominated school board vice president in 2016 and president in 2017. If re-elected, he intends to seek a second nomination for president. He is an attorney and has served as the chairman of the PTO Special Education Committee. Dykema was also a member of the Board's Finance and Audit Committee. He lives in Shaker Heights with his wife and two sons.

AYESHA BELL HARDAWAY

Hardaway is an assistant professor of law at Case Western Reserve University. Prior to joining the CWRU faculty, Hardaway served as assistant prosecuting attorney for Cuyahoga County, moving on to litigate at Tucker Ellis LLP for six years. Hardaway also evaluated potential Cleveland Police Department reforms on the independent monitoring team. She currently serves a two-year term on the district's Equity Task Force. Hardaway lives in Shaker Heights with her son.

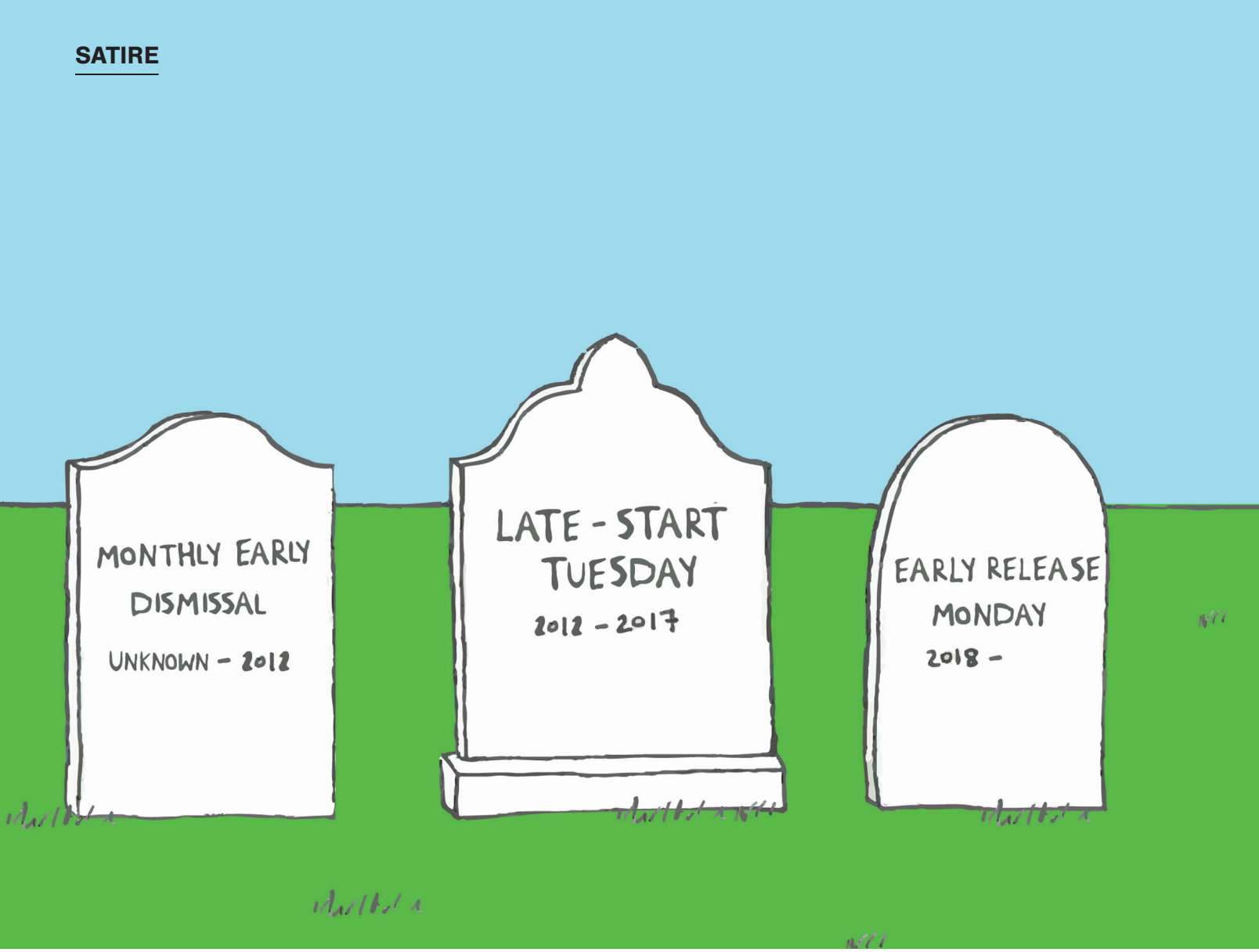
HEATHER WEINGART

Weingart is an active Shaker community member with experience with the PTO, teachers and administration. Weingart has served as president of the PTO Council and of the Onaway and Woodbury PTOs. She chaired the successful $30 million levy campaign in 2017. She also chaired Shaker's Centennial Family Picnic and annual fundraising "Event for the Red and White," serving on the executive committee since 2013. Weingart lives in Shaker Heights with her husband, son and daughter.

decision to reduce levy millage, is imperative. She intends to leverage relationships with local corporations to maximize funding. Weingart also suggested that Shaker invite alumni to fund facilities that would display their names, and idea that would reconnect alumni with their Shaker roots while also providing resources for the schools.

Cremer, Bell Hardaway and Weingart's diversity of experience and platforms, in conjunction with current board members Bill Clawson and Jeffrey Isaacs, will comprise a Board of Education that will best serve all students, staff and community members in solving challenges that we face.

Before writing this endorsement, the seven members of the Editorial Board researched and interviewed each candidate. The board met eight times; once after each candidate's interview, and four times after interviews were complete.



Late-Start Tuesdays Leave Lasting Legacy

With the decision to abandon Tuesday meetings comes the demise of a life-changing friend

By Emilie Evans, Opinion Editor
Art by Alexa Jankowsky, Visuals Managing Editor

Rest in peace, dear friend of Shaker Heights High School: no longer by our side, but forever in our minds.

With great sadness, we say goodbye to Late-Start Tuesdays.

Born in 2012 to the graduating classes of '16, '15, '14 and '13 and put to rest with the class of '18, gone are the days of 42 extra minutes in the morning.

Late-Start Tuesdays leave behind the classes of '19, '20 and '21 — the last to experience this bliss and the first to try to live without it. The class of '21 was teased by one year of late starts, while the class of '19 will just miss a full four years of extra time in the morning once a week.

Freshman Joe Schwartz said the loss of Late-Start Tuesdays is disappointing. "For years, I have been looking forward to the days when I would enjoy extra time in the mornings," he said. "I planned to use the time to make healthy kale smoothies for my whole family and finish all of my assignments from Monday."

Angelina Smith, a junior, said, "How will I survive senior year without my sleep? I'm too used to having one day a week where I have extra time. I mean, I'm just being practical and preparing myself for college, where I'll never take a class before 9 a.m."

Although they will be greatly missed, Late-Start Tuesdays proved bittersweet for most high school students. Tuesdays were confusing; they were known to throw schedules off, and no one knew when classes ended. But none of that mattered. Tuesdays made it easier to stay awake in those classes. A later start may have rendered travel to school more difficult for families with working parents, but students didn't mind if they got to stay in bed for an extra 30 minutes.

Sophomore Soaphia Washington will miss the extra personal time afforded by Late-Start Tuesdays. "Tuesday was the only day of the week when I could take a long morning shower," she said. "I'm going to have to figure out what day will be my new shower day."

Over their too short life, Late-Start Tuesdays accomplished many generous feats. They awarded tired students extra minutes in the early mornings to even be used for coffee and donut runs. These gifts, promised only to high school students, motivated middle school students to endure those rough seventh and eighth grade years.

Teachers also used Tuesday mornings to collect and submit data such as SLO scores that someone may or may not eventually analyze.

Math Teacher Ned Schneebly said, "That's 42 minutes devoted to my precious data that I'll never get back! What am I going to do to fill the three-quarters-of-an-hour-minus-three-minutes-long-void left by the end of Teacher Based Team Tuesdays?"

While it came with its fair share of issues, Late-Start Tuesdays were unique to Shaker and were an honor to have. How special it was to share the understanding between freshmen, sophomores, juniors and seniors alike that we would collectively show up 42 minutes late every Tuesday.

"I'm going to have to figure out what day will be my new shower day."

Soaphia Washington
Sophomore

Late-Start Tuesdays are survived by the new policy of Early-Release Mondays, which we will warmly welcome to our school. Beginning next year, school will end at 2:20 p.m. instead of 2:58 p.m on Mondays. Like its predecessor, a Monthly Early Release policy, that dismissed students at 1:14 p.m. so faculty committees could meet, Early-Release Mondays will give teachers time to meet for International Baccalaureate meditation and award students with extra time to see family, take after school naps and, of course, finish those piles of homework.

An after-school nap is nothing like 42 extra minutes in the morning, but as tired students, we'll take any extra time we can get. Thank you, Late-Start Tuesdays, for improving the lives of every student to walk these halls. Gone but never forgotten, you will be missed. Godspeed.

C. SANCHEZ
SHAKER
SCHOOLS

Making the Move and Making it Work

Assistant Head Custodian, Carlos Sanchez-Rodriguez, tells his story of escaping from Cuba and building a new life in America

Emilie Evans, Opinion Editor
Photo by Grace Lougheed

Carlos Sanchez-Rodriguez is not afraid of taking big risks.

At 19 years old, Carlos Sanchez-Rodriguez escaped Cuba to find a better life in America, leaving behind his family to take refuge in the Peruvian Embassy. Cuban guards outside the embassy shot at those who tried to enter, but he took the chance and jumped the fence to freedom.

The embassy was open to refugees -- if they could get in. Once in Peruvian-controlled territory, the Cuban dictator, Fidel Castro, could not legally touch them. Sanchez-Rodriguez stayed in the embassy while awaiting his chance to leave Cuba, but he was eventually allowed to return home to see his family one last time before departing for America.

Castro ruled the Republic of Cuba as prime minister from 1959 to 1976 and as president from 1976 to 2008. Under his rule, Cuba became a communist country and citizens were persecuted if they spoke out against the government. To escape hostile conditions, refugees boarded boats and headed to Florida, where they could then apply for permanent residency and, eventually, citizenship.

Despite Castro's dictatorship, Sanchez-Rodriguez spoke joyfully of his childhood. "I was happy. I used to go to the movies with my mother, and if I didn't go to the movies, I was playing sports or I was at school," he said.

Sanchez-Rodriguez always believed that when he got to America, he would become rich immediately. "But you can't, unless you have someone that's going to give you a million dollars or you hit the lottery. You don't learn that in Cuba," he said.

"When you're in Cuba, everyone thinks that the people [in America], they've got all the money," he added. "But it's not the truth. That's what I found out. I had to work hard, I had to study, I had to learn English."

Once in the U.S., Sanchez-Rodriguez worked various jobs before finding employment at Shaker. "I did dishwashing. I would fix computers. I painted houses. I've stayed here almost 35 years now," he said. After initially landing in Miami, he was sent to a refugee camp in Wisconsin, where he worked on a computer system that helps refugees find sponsors, people who house and support them until they can support themselves. When he eventually found his own sponsor, he moved to live with them in Shaker Heights.

"We became like a big family," Sanchez-Rodriguez said of his sponsors. He called them "mother" and "father" and referred to their kids as his "other brothers."

Once in Shaker Heights, Sanchez-Rodriguez began taking classes to continue his education. "They brought me here so I could learn English in the high school," he said.

But the high school didn't offer an English class as a second language, so he began taking classes at the Young Men's Christian Association. Later, at Cuyahoga Community College, he took two years of art classes and learned about computer programming. "After I did security, my American family told me about a job opening in the high school to be a custodian, and I took it," he said.

If Sanchez-Rodriguez has time after retirement, he wants to follow his true passion: deejaying. He first started deejaying at his church, after the pastor saw him playing music at a party and asked him to DJ. He even deejayed for homecoming this year. "I like to see people dancing," said Sanchez-Rodriguez. "I love to dance, too. I love salsa dancing."

"He's always been happy to help both staff and students, especially with his love of salsa music and dancing." said English teacher Aimee Gray. "He's been known to give impromptu lessons."

Junior Monet Bouie said that last year during a Sankofa practice, Sanchez-Rodriguez walked in and started teaching them how to salsa dance. "We see Carlos all around, and he always says hello and asks us how our day is going," she said.

Sanchez-Rodriguez likes to stay busy. "When I'm not working here, I'm working in the house. I'm always busy. I don't rest too much," he said. "Sometimes I make a mixed CD so I can listen to it or give it to my friend."

"My mother is Cuban, too, and they're friends," said senior Isabela Carroll. "One time, he saw her and he gave her a CD, and he'd made her a whole salsa playlist."

01 Sanchez-Rodriguez poses in a garden in America in 1981. After arriving in Miami in 1980, he was sent to a refugee camp in Wisconsin, where he worked on the computer system to help refugees find sponsors.

02 Sanchez-Rodriguez, his "American father," who sponsored him and another Cuban immigrant, in 1980. "We became like a big family," he said.

03 Sanchez-Rodriguez's mother along with his two nieces and three nephews in Havana, Cuba. During his childhood, Sanchez-Rodriguez was close with his mother, and they used to attend movies in his free time.

04 Sanchez-Rodriguez's brother in Havana, Cuba. Sanchez-Rodriguez received this photo to when his brother came to America.

05 Sanchez-Rodriguez's passport issued to him when leaving Cuba, 1980.

While Sanchez-Rodriguez's passion is deejaying, he still loves his job at Shaker. "We have a great crew here, and I don't have to pay too much attention to everyone; they already know what to do," said Sanchez-Rodriguez. "They're hard-working people."

"If you do your work and you're good at your job, on time or start early, you can finish on time," Sanchez-Rodriguez said. "It's hard work, but somebody has to do it."

Sanchez-Rodriguez has a good relationship with Shaker students, too. He was late to an interview with The Shakerite because he stopped to jump a car for a student. "I said, 'I have a meeting right now,' but I went and did it because [the student] had to go to work," he said.

"I just treat them like normal people, because they are normal people. They just happen to also be students. I respect them, and I hope they respect me, too," Sanchez-Rodriguez said. "They're the students, I'm the worker. I just talk to them like they're my friends."

Sanchez-Rodriguez is married and has two kids, both in college. His daughter, 23, wants to be a nurse, and his son, 22, is currently a substitute teacher who works in Shaker schools.

Sanchez-Rodriguez also recounted the biggest accomplishments in his life. "This job, first," said Sanchez-Rodriguez, saying he was also proud of his American citizenship, deejaying hobby and his ability to care for his family. "I send money everywhere for my family. That's the biggest accomplishment, because really when you come here, your family is left behind."

Over the years, Sanchez-Rodriguez has established a sunny philosophy. "Life is having fun even when you're working. You have fun, you enjoy. Be good to other people," he said. "You have to be happy."

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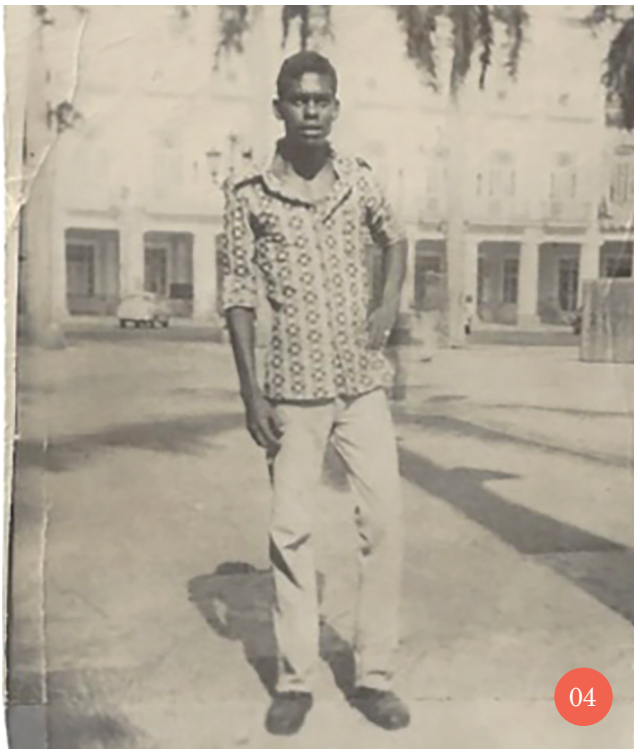

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EXPEDIENTE No.	PASAPORTE No.
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NOMBRES Y APELLIDOS: Carlos Sánchez Rodríguez

LUGAR DE NACIMIENTO	FECHA DE NACIMIENTO
La Habana - Cuba.	7 de Enero 1961

NOMBRE DEL PADRE	NOMBRE DE LA MADRE
Marcos Antonio	Caridad

ESTADO CIVIL	PROFESION
Soltero.	Empleado.

ESTATURA	COLOR DE LOS OJOS	SEÑALES PARTICULARES VISIBLES
5'2"	Pardo	— — —

FIRMA DEL TITULAR

EXPEDIDO POR Dir. Inmig. y Ext. (AUTORIDAD)

EN Ciudad de La Habana. (LUGAR)

30 de Mayo 1980. (FECHA)

FIRMA DEL FUNCIONARIO

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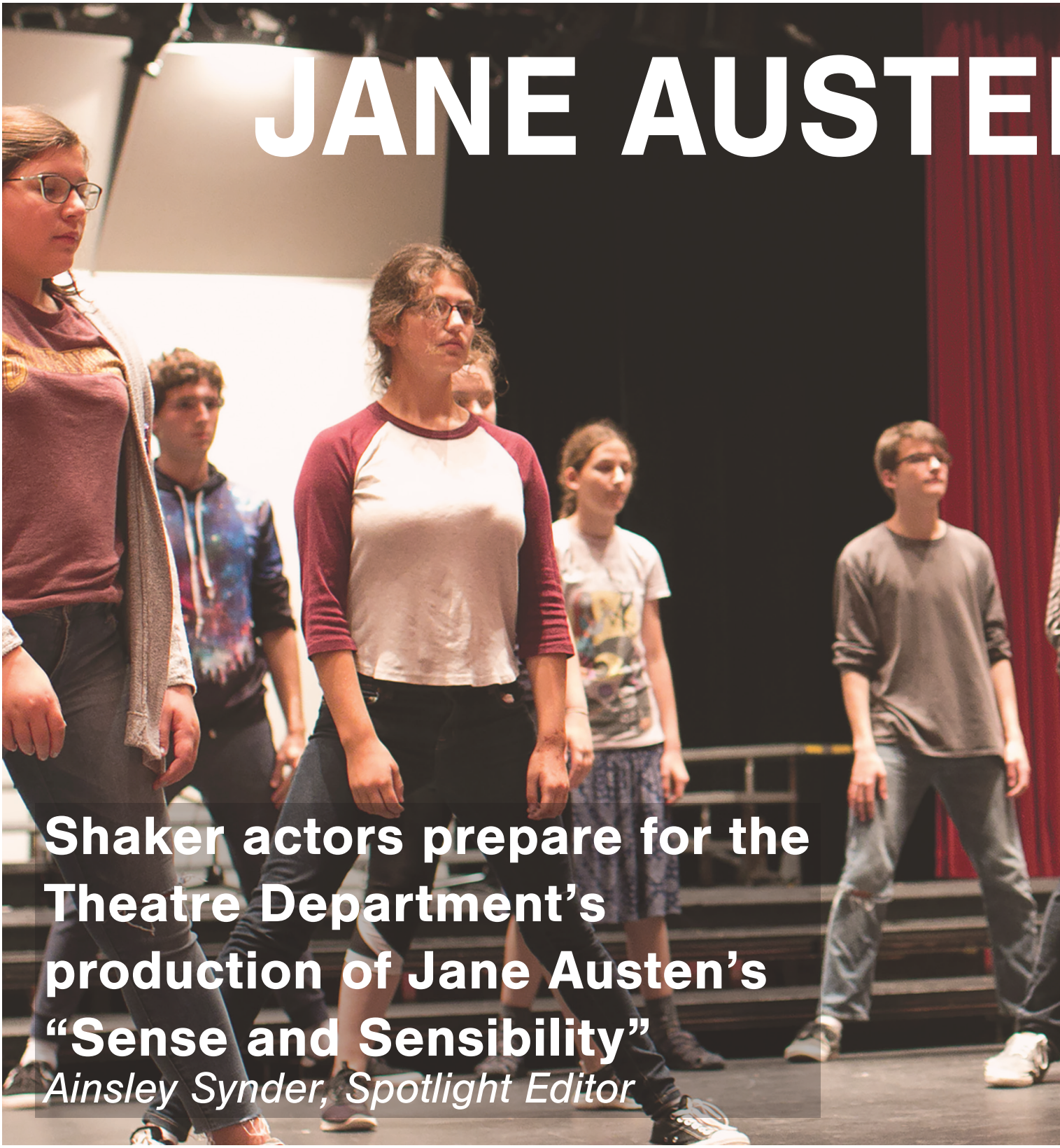
JANE AUSTE



Shaker actors prepare for the Theatre Department's production of Jane Austen's "Sense and Sensibility"

Ainsley Synder, Spotlight Editor

RANDMA'S
N

The actors warm-up onstage before their rehearsal includes movement, tongue twisters and stretching lead by junior Harlan Friedman-Romell. *Photo by Grace Lougheed*

Hearts will be broken and gossip spoken during the Theatre Department's fall production of Jane Austen's "Sense and Sensibility," which opens Nov. 15.

The show, set in the late 18th century, will follow the Dashwood sisters — the sensible Elinor (senior Allison Osborne-Nurse); the sensitive Marianne (senior Skylar Biggerman); and the youngest sister, Margaret (sophomore Leah Albers) — along with their mother (junior Greyson Thorman), through the hardships and successes faced after their father and husband, Henry, dies, leaving them socially vulnerable and financially destitute.

The actors quickly connected with their characters. "Marianne is kind, really outgoing and dramatic and she follows her heart," said Biggerman. "I can just really match with the character, because

that's just who I am in general."

Although the play is set in the late 1700s, the audience, regardless of age, can relate to the characters, said junior Harlan Friedman-Romell. He plays John Willoughby, the suave,handsome gentleman who has his eyes on Marianne.

Biggerman explained the appeal. "The audience is going to get at, like, 'That's me!' Like, 'I am that person!' " she said.

Christine McBurney will direct Shaker's production. "The dynamic between the sisters, I think, will be relatable to every girl in the audience," she said, because Austen based Elinor on her sister Cassandra, and Marianne on herself. Junior Duncan Bayless-Marr, who plays the young bachelor Edward Ferrars, said the audience will recognize his character's struggles. Edward always tries to do the right thing and be happy while overcoming obstacles.

"Sense and Sensibility" is based on one of Austen's classic novels, later adapted by actress and playwright Kate Hamill into a hilarious performance full of gossip, money, inherited land, love affairs and scandals. Hamill's adaptation is "fast, physical and funny!" said McBurney.

"[The production] is different because we haven't done very many female playwrights," McBurney said. "This is the third female playwright we've produced in the past 35 years, so I think that's kind of cool."

The show uses "The Gossips" as narrators, much like "The Chorus" in Shakespeare's plays. They are chatty, upper-class inhabitants of England who are always on stage to watch or contribute to the action.

Mrs. Dashwood and her daughters are forced to leave everything behind and move to Devonshire when they realize that their estate was left to John (junior Logan Lownes) — the Dashwood girls' half-brother — and his greedy wife, Fanny (senior Toni Watterson). Once settled, Elinor and Marianne become worried about how they will find husbands, since they do not have any money or property to offer suitors, only their brains and beauty. Despite what they anticipate, the girls become caught in a whirl of love affairs and heartbreak.

Actors prepare for their dance numbers by attending rehearsals focused on 18th century classical dancing. **Photo by Grace Lougheed**

The production uses Hamill's staging, while also using some of the set ideas from the original off-Broadway production of "Sense and Sensibility." According to Scott Sumerak, Shaker Theatre Arts Department chairman, this year's show is predicted to have a modest budget — around $5,000 to $6,000 — which covers the costs of costumes, guest artists, royalties and scripts.

Different shows call for different budgets. The 2014 production of "Les Miserables" was more expensive due to the period costumes and royalties, while the 2015 production of "Romeo and Juliet" had

Shaker student actors wait onstage for their warm up to begin. **Photo by Camille Lamb**

less expensive royalties, but required large sets.

"Sense and Sensibility" was published in 1811 and was Austen's first published piece, although it was published anonymously. She wrote other famous works, including "Pride and Prejudice," "Persuasion" and "Emma." Austen's classic novels have been adapted for TV series, movies and musicals. Hamill's variation is the 10th most-produced play in the 2017-18 season, according to American Theatre Magazine. Other important things are happening for Austen this year: July 18 marks the 200th anniversary of her death, and beginning this year, she will be depicted on England's 10 pound bill.

The cast comprises 24 actors, four musicians and 14 members of the production's management crew. Auditions were held the week of Sept. 25. The actors rehearse Monday through Friday from 3:30-6 p.m. in preparation for the November show. Stage Manager Caitlyn Shelley is vital to the production. As McBurney's right hand woman, she makes sure that the rehearsals run as smoothly as possible, so McBurney can focus on directing the show. During the performance, Shelley will also help make sure everything behind the scenes is taken care of so that the actors can focus on performing.

"Everyone was a little nervous at first, but, I think, because a lot of us have been in the Theatre Department for such a long time, we really just put ourselves out there and got to know everyone in the cast," Biggerman said.

"The cast is all supportive of and friendly toward one another," Friedman-Romell said.

"Sense and Sensibility" will be performed Nov. 15-18. Tickets will be sold in early November and are $5 for students, $10 for adults and free for all student ushers and anyone involved in the theatre program.

Ticket sales will be announced over the P.A. system, in the PTO Newsletter, posted on the theatre callboard and on the department's social media accounts.

TAKING A KNEE AND ACTION

Shaker embraces protest and challenges athletes to create change

By **D.C. Benincasa**

Photo by **Ben Wilson**

Shaker Heights High School has embraced national anthem protests. There hasn't been major backlash from students, staff or administrators. Kneeling during the anthem is a divisive issue, yet there has been acceptance and respect for the protests.

Ex-San Francisco 49ers quarterback Colin Kaepernick entered the spotlight Aug. 26, 2017 after images surfaced of him kneeling during the national anthem to protest police shootings of unarmed African-American males. It wasn't the first time Kaepernick knelt during the anthem, but these images kickstarted his movement.

Two days later, Kaepernick addressed the media to justify his protest.

"I'm going to continue to stand with the people that are being oppressed. People are dying in vain because this country isn't holding their end of the bargain up, as far as giving freedom and justice, liberty to everybody," Kaepernick said.

"When there's significant change, and I feel that flag represents what it's supposed to represent, and this country is representing people the way that it's supposed to, I'll stand," he continued.

It's been over a year since Kaepernick's movement began, and its popularity and influence hasn't faded.

Athletes at the high school, collegiate and professional levels have joined the protest.

The national anthem, or "The Star Spangled Banner," is the first stanza of a 1814 poem written by Francis Scott Key. According to the Smithsonian National Museum of American History, the anthem was meant to be a patriotic song, inspired by the Battle of Baltimore in the War of 1812. Because it describes the battle, some consider it a song honoring the military.

Playing the anthem before sporting events became a tradition in 1918 during the seventh inning of game one of the World Series between the Boston Red Sox and Chicago Cubs. In the midst of World War I, the crowd embraced the display of patriotism, and the "Star Spangled Banner" was subsequently played during the seventh inning of World Series games.

During the World War II era, the addition of sound systems allowed major league baseball and football stadiums to play the anthem before every game.

For six of Shaker's 11 fall sports, including football and fall sideline cheerleading, women's and men's soccer, field hockey and volleyball, the anthem is played before events.

However, the anthem is not played before the remaining five fall sports, including men's and women's golf, women's tennis and men's and women's cross country.

Athletic Director Don Readance explained that because these sports do not take place in a stadium, there is no speaker available to play the anthem.

There are no Ohio High School Athletic Association guidelines for the playing of the national anthem before sporting events, so it is at the

Three men's soccer players kneel on Oct. 3 at home game against Euclid High School. **Photo by Kay Petrovic**

school's discretion whether or not to do so.

After World War II ended, former NFL Commissioner Elmer Layden said, "The national anthem should be as much a part of every game as the kickoff. We must not drop it simply because the war is over. We should never forget what it stands for."

Senior Chris Richardson said that, to him, the anthem "represents all the hard work people have put in to make this country as great as it is today."

To junior crew rower Sophie Calabrese, the anthem symbolizes "the American Dream and the ideal America. It represents an ideal that we should work toward."

Junior swimmer Kaitlyn Smith said the "Star Spangled Banner" doesn't represent anything to her. "I don't think a lot of people know what it means," Smith said.

Senior Cash Thomas said the song embodies racism, slavery and discrimination.

He continued that there needs to be a new national anthem that "better represents America and its people ... Something that people can stand behind and believe in. A land that can protect its citizens and give them what they need on their path to life, liberty and happiness."

Legally, high school athletes can choose whether or not to stand for the national anthem, and school officials have no right to mandate participation.

"By banning or discouraging students from participating in protests against racial discrimination, police brutality and other important issues, schools not only violate their First Amendment rights but deny them the opportunity to join a national debate that can contribute to their civic education," The National Coalition Against Censorship stated on their website.

After public school officials attempted to punish Jehovah's Witnesses who didn't recite the Pledge of Allegiance, the Supreme Court ruled in West Virginia State Board of Education vs. Barnette, 1943, that high school athletes aren't required to salute the flag.

In its Barnette ruling, The Supreme Court stated, "The action of a State in making it compulsory for children in the public schools to salute the flag and pledge allegiance ... violates the First and Fourteenth Amendments."

"To believe that patriotism will not flourish if patriotic ceremonies are voluntary and spontaneous instead of a compulsory routine is to make an unflattering estimate of the appeal of our institutions to free minds," former Justice Robert Jackson wrote.

Although the Shaker community is known for its liberal viewpoints, some Shaker athletes believe there is a risk of receiving backlash due to this protest.

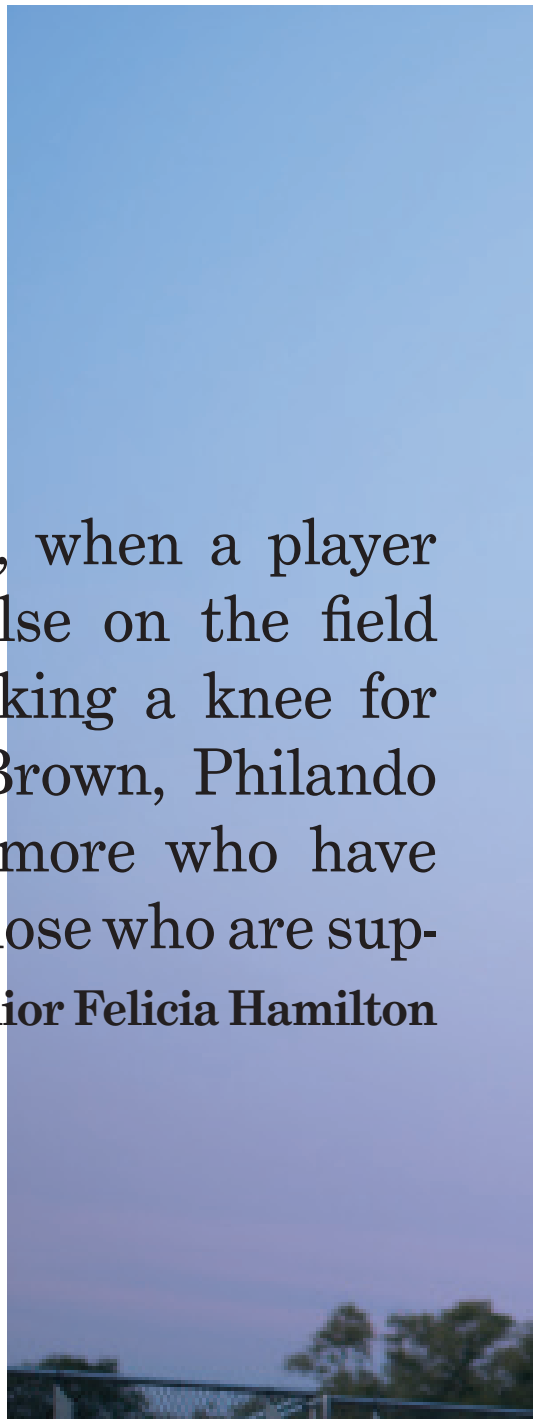
"It's scary to do something [that] can be judged easily, although I believe Shaker is a relatively understanding community — an educated community," sophomore field hockey player Anna Downing said.

Senior field hockey player Felecia Hamilton knelt on Oct. 10, the last home game of the year

against Hathaway Brown.

"Both of my coaches and the whole team respected my decision to kneel along with other girls on the team. [My coach] made it clear that if anyone from the other team were to disrespect me for kneeling, she would have no tolerance for it," Hamilton said.

Yet, she said, "I was worried about how my team and coaches would react—especially being one of only two black girls on the field hockey team."



According to the Supreme Court, it is not compulsory for public school students to salute the flag. **Photo by Kay Petrovic**

Hamilton explained that she knelt to support Kaepernick's protest against police brutality and racial injustice.

"Right before the home game against HB, I had seen yet another video on Twitter of a policeman on top of a black teenager, punching his face repeatedly while people around him, including other officers, had to force him to stop," she said.

"Just as the flag can symbolize those who have fought for our country, it can also symbolize the racial injustice that is still too familiar for black lives in America," she said.

> "Just like on the field, when a player is injured, everyone else on the field takes a knee. I am taking a knee for Tamir Rice, Michael Brown, Philando Castile and so many more who have fallen at the hands of those who are supposed to protect us" **Senior Felicia Hamilton**

Hamilton also said that because it is custom to take a knee for injured players, it makes sense to take a knee for all the victims of police brutality and racial discrimination.

"Too many black lives are lost to police brutality in America and, just like on the field when a player is injured, everyone else on the field takes a knee. I am taking a knee for Tamir Rice, Michael Brown, Philando Castile and so many more who have fallen at the hands of

KEY DATES

Aug. 26, 2016
Colin Kaepernick kneels before the third preseason game of the season. The image becomes widely publicized.

Sept. 20, 2016
Two Shaker volleyball players remain in the locker room during the national anthem while the rest of their team stands in the Elyria gymnasium.

Sept. 22, 2016
TIME magazine previews cover of its Oct. 3 issue, which depicts Colin Kaepernick kneeling in full 49ers uniform.

Oct. 1, 2016
19 members of East Carolina University's band kneel during the anthem.

Sept. 8, 2017
Three Shaker varsity football players sit during national anthem at Brunswick game.

Sept. 10, 2017
Cleveland police officers, emergency medical technicians, firefighters and U.S. armed forces run onto the field with Browns players before the national anthem. During the anthem, they locked arms to express unity.

Sept. 22, 2017
The majority of the football team takes a knee while Principal Jonathan Kuehnle sings the national anthem at a pep rally.

Sept. 26, 2017
The Dallas Cowboys organization, including players, coaches, and other team executives, lock arms during national anthem before game against Arizona Cardinals.

Sept. 28, 2017
Band Director Jason Clemens meets with the marching band to suggest appropriate methods to protest. At an away game against Elyria that night, 24 Shaker band members kneel during the national anthem.

Oct. 2, 2017
Eight women's soccer players kneel during the national anthem at an away game against Olmsted Falls.

Oct. 10, 2017
Senior men's soccer player kneels at Medina away game, and a field hockey player kneels at home game against Hathaway Brown.

Oct. 19, 2017
Athletic Department holds "Race Relations in Our Community" forum to create "a platform for our student-athletes to dialogue openly, honestly, and directly regarding race relations and their impact."

those who are supposed to protect us," Hamilton said.

Unlike the field hockey team, Shaker's football team remains inside their locker room while the marching band plays the anthem.

Readance said, "Almost everybody in our conference does this as well. That's just the way the schedule is and always has been."

However, Brunswick High School plays the national anthem while the football team stands on the sidelines.

At a Sept. 8 varsity football away game against Brunswick, senior wide receiver Micah Hills, senior linebacker Sam Meinhard and senior quarterback Jamir Dismukes sat during the national anthem.

"Why should I stand to support a country that preaches equal rights but doesn't stand by them?" Hills asked.

Head Football Coach Jarvis Gibson declined to comment.

As an alternative to this divisive form of protest, football teams have begun locking arms rather than kneeling to promote unity.

NFL teams such as the Cleveland Browns and the Dallas Cowboys, have locked arms during the anthem.

"It's better to lock arms to show that we are a unit and show that we care what others think about us. So, some of us stand, some of us kneel, but after all, [we're] all brothers," freshman football player Danny McCall said.

Shaker Heights Marching Band Director Jason Clemens addressed the marching band Sept. 28 to suggest appropriate protesting methods after band members asked him to refrain from playing the anthem.

Clemens declined to comment.

Senior percussion player Nate Cowan said, "Kids were coming to [Clemens] asking if they could [kneel] and wanting to [kneel], so he just wanted to let everyone know that he wouldn't be upset."

Senior tuba player David Mack said, "There would be no consequences or any backlash if you decided to show your opposition to what's happening. He respects everybody's decision because it's their First Amendment right."

Kuehnle, however, said band members should not object to playing the national anthem.

"If you're in the band ... you're going to be playing the anthem before games; that's what you're signing up for. I think we've reached a pretty good arrangement with our Raiderettes and band where Raiderettes can take a knee, and band members can take a knee and keep playing," he said.

Kuehnle also discussed what else students can do to further their cause besides kneeling. "We're encouraging them to think about different service projects and activities that bring people together," he said.

Senior Wilder Geier, a soccer player who has knelt during the anthem, said he's talked to Ose Arheghan, leader of the high school's NAACP chapter, about further action that his team can take.

"I talked to Ose about what I can do, and we are still trying to figure out something the soccer team can do because that's the context in which I knelt," Geier said.

Assistant Principal Ramsey Inman said, "Any type of peaceful protest is effective. But if you want to change people's mind, then there has to be conversation and discussion or action after that. I challenge the people who kneel or sit to go out and make a change as well."

Kuenle said the only reason the school would tell a student not to take a knee would be if there was a direct safety concern.

"The coaches, the athletic director and the principal have said that they want us to talk to them beforehand as primarily a safety concern, which I don't see as a big issue," Geier said.

Geier has knelt at away games at Mentor and Medina, districts where Geier feels Shaker is sensitive to the possibility of backlash to protest.

Geier said, "They are whiter areas that Shaker would consider not as open to the protest."

However, Geier said there was no backlash from the crowds. "Actually, the Medina coach commended me," he added.

Inman also does not see a safety concern with kneeling. "I am not concerned with student safety. Since I've arrived at Shaker, I've seen that students are very vocal with issues, but they also seem to

respect others' rights and liberties. And the community has always been supportive of their right to protest," he said.

English teacher Jody Podl constructed a lesson to discuss anthem protests for her Advanced Placement Composition class.

She focused the discussion on the complexity of the issue and encouraged students to consider different viewpoints.

"Students in our class really came out of it feeling like they've learned a lot. I think that people really understand that you have to find out what people are saying and really investigate sources and make sense of things," she said.

Podl also mentioned that while discussing the anthem protests can be difficult, doing so is crucial to resolving conflict.

"I think that even if discussion is uncomfortable, that might be more of a reason to have it because I think that that's where we all have to grow and be willing to look at things that are uncomfortable," she said.

Kuehnle said, "I've been inspired by the student athletes who have chosen to do this. They're not doing it just because it's in the news, or it's a trend or it's cool and rebellious. The ones who are motivated to engage in this form of protest are doing it because they genuinely feel that it is something that needs more attention paid to it."

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KICKING OFF THE HARD CONVERSATION

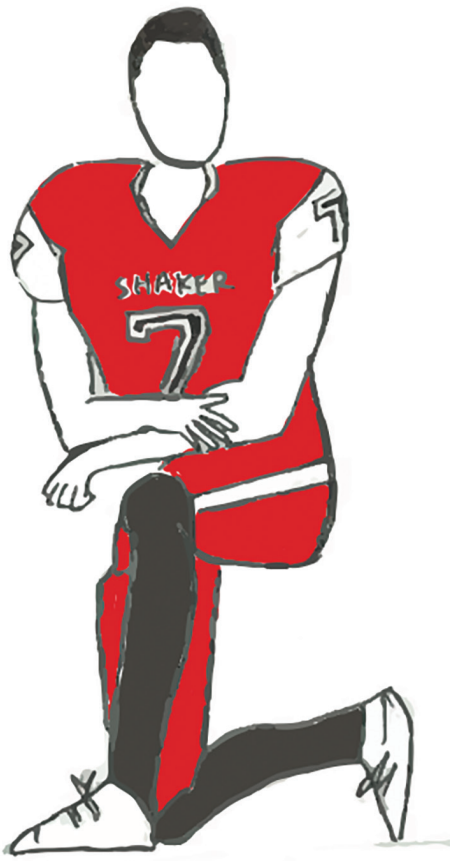
All men have the right to life, liberty and the pursuit of happiness" and "all men are created equal" are some of the ideals our flag is supposed to stand for. For that reason, football players across the country have chosen to kneel for the national anthem -- myself included. Colin Kaepernick originally knelt to protest this inequality, not to disrespect the flag. I have chosen to kneel as well to show my brothers on the football team, who are of different race than I, that I am not blind to this fact.

Sam Meinhard

When I kneel, I hope to bring light to the fact that this problem of racial injustice is not just one group of people's problem and to also help start a conversation about police brutality, injustice in the legal system and housing in the United States. I have listened to both sides of the argument, my teammates who just want their grievances heard and understood and teammates who just want to feel safe in the country they live in and not to feel like they can't walk home after dark or rely on the police to keep them safe. I have listened to my grandfather from rural Iowa who, when the players were shown kneeling, said "There is a different place to do this. This makes it uncomfortable for everyone." The second half of the statement is exactly the point.

This conversation our country needs to have will not be easy or comfortable, but something not being easy has never stopped our country from trying. It was certainly an uncomfortable idea to break free from Great Britain or talk about gay rights or gender discrimination. It was not comfortable when kneeling before a game at Brunswick and people looked at you with eyes full of hate because you had the courage to kneel and fight with your brothers.

Our country has never fully lived up to its ideals set forth, but that has not stopped us from trying to move ever closer to achieving them, and that is what makes our country unique. We fought a war over being able to exercise our rights. We wanted to be free and implement a new government that would allow us to speak out against issues and not be persecuted for our beliefs. Liberty is not persecuting young black males and forcing them to live in fear. Happiness cannot be obtained when part of our population knows that they are more likely than their white counterparts to end up in prison.



The freedoms and rights set forth by our founding fathers need to be enforced equally among everyone. I have been given a platform as an athlete to make a statement on an issue that affects not just black people in the United States. It affects all of us directly. Of all the values the American flag stands for, peaceful protest is one of the most important. So I am using my First Amendment right to protest and fight for the liberty of an oppressed population in our country.

THERE IS ALSO A RIGHT TO STAND

President Trump gave a Sept. 22 speech on a topic currently dividing the country: kneeling for the national anthem. It consisted of his frequent outlandish rhetoric, stating at one point that NFL owners should fire anyone who kneels during the anthem. This sparked outcry throughout the United States, and especially in Shaker Heights.

Almost every day I hear about this issue at our high school, whether it is during a class discussion in English, a debate in Junior States Alliance, an after school political discussion group, at lunch with my friends or just while walking through the hallways.

Ben Cawley

I plan to stand for the anthem when I hear it at sporting events or in any other setting. This statement may incite frustration or even anger in our community, but I will stand by it.

I feel that standing for the national anthem shows pride for our wonderful country. It is customary in my family to stand, especially because of my grandpa, who was drafted to fight in the Korean War and who served in the U.S. Army. As a little kid, I would often go over to his house to watch Browns games, and he would stand for the anthem. I started to follow his lead and, ever since, I have stood for the anthem.

However, I don't believe kneeling for the anthem is disrespectful in any way. I applaud people who understand the main point of the protest — highlighting police brutality and racism in our country — and exercise their First Amendment right to do something about it, but this is where I feel the heart of the issue lies. The First Amendment states that the government cannot restrict what people say or restrict their right to protest. In this case, people who kneel for the anthem are exercising both rights. However, nowhere does it say you must exercise these rights on every issue. I have been questioned and berated about my choice to stand.

It is interesting that, while athletes around the country are being criticized for kneeling, in Shaker it is the exact opposite.

The pioneer of the movement, former 49ers quarterback Colin Kaepernick said, "I am not going to stand up to show pride in a flag for a country that oppresses black people and people of color." While his protests have not made any tangible change in our country so far, he is still shining the spotlight on important issues that many Americans choose to ignore.

However, just because these issues have been brought to center stage doesn't mean that kneeling for the anthem should become a social requirement. People shouldn't be ridiculed for exercising their First Amendment right and kneeling, nor exercising that same right and standing.

WALDEN